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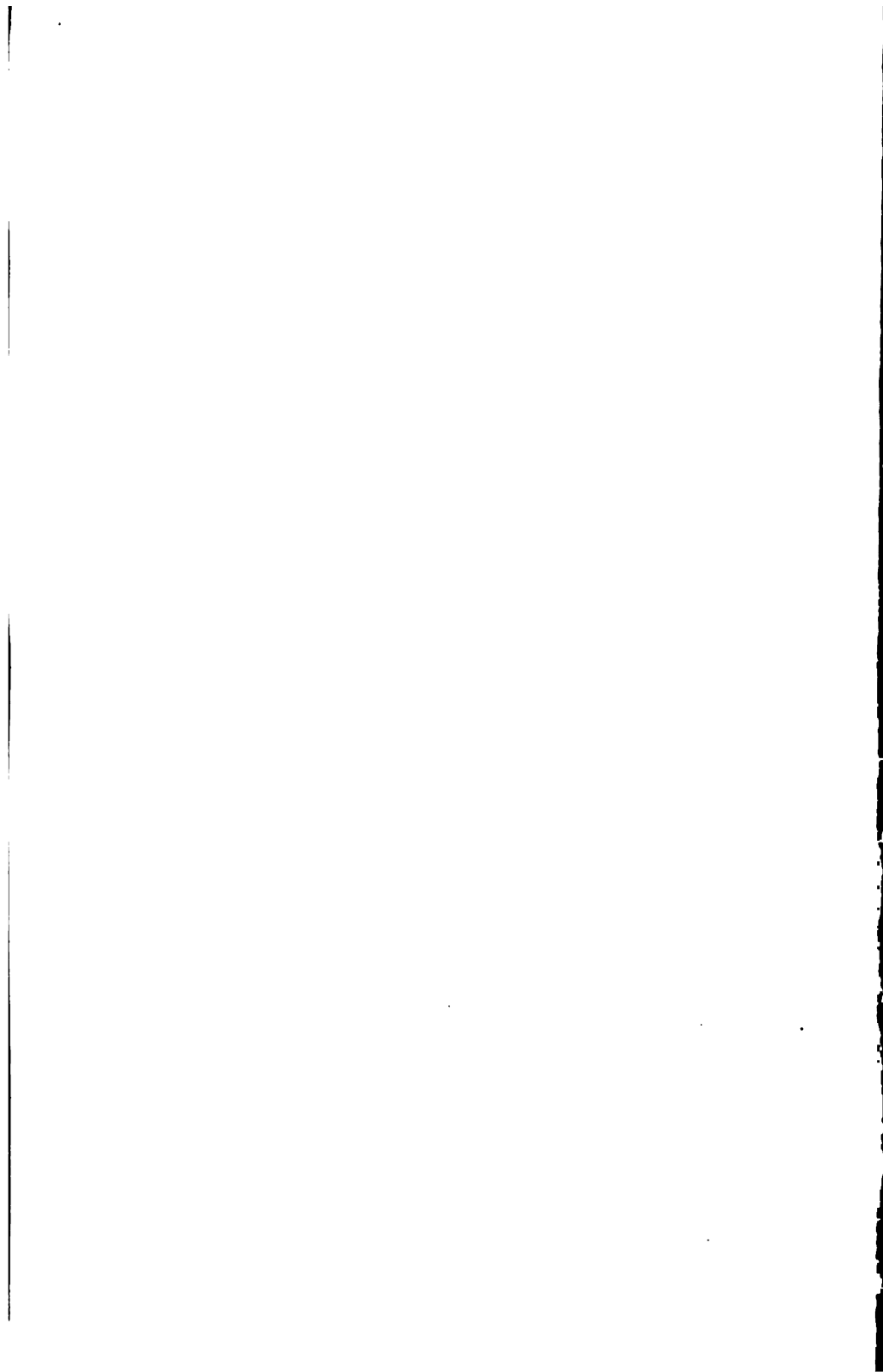
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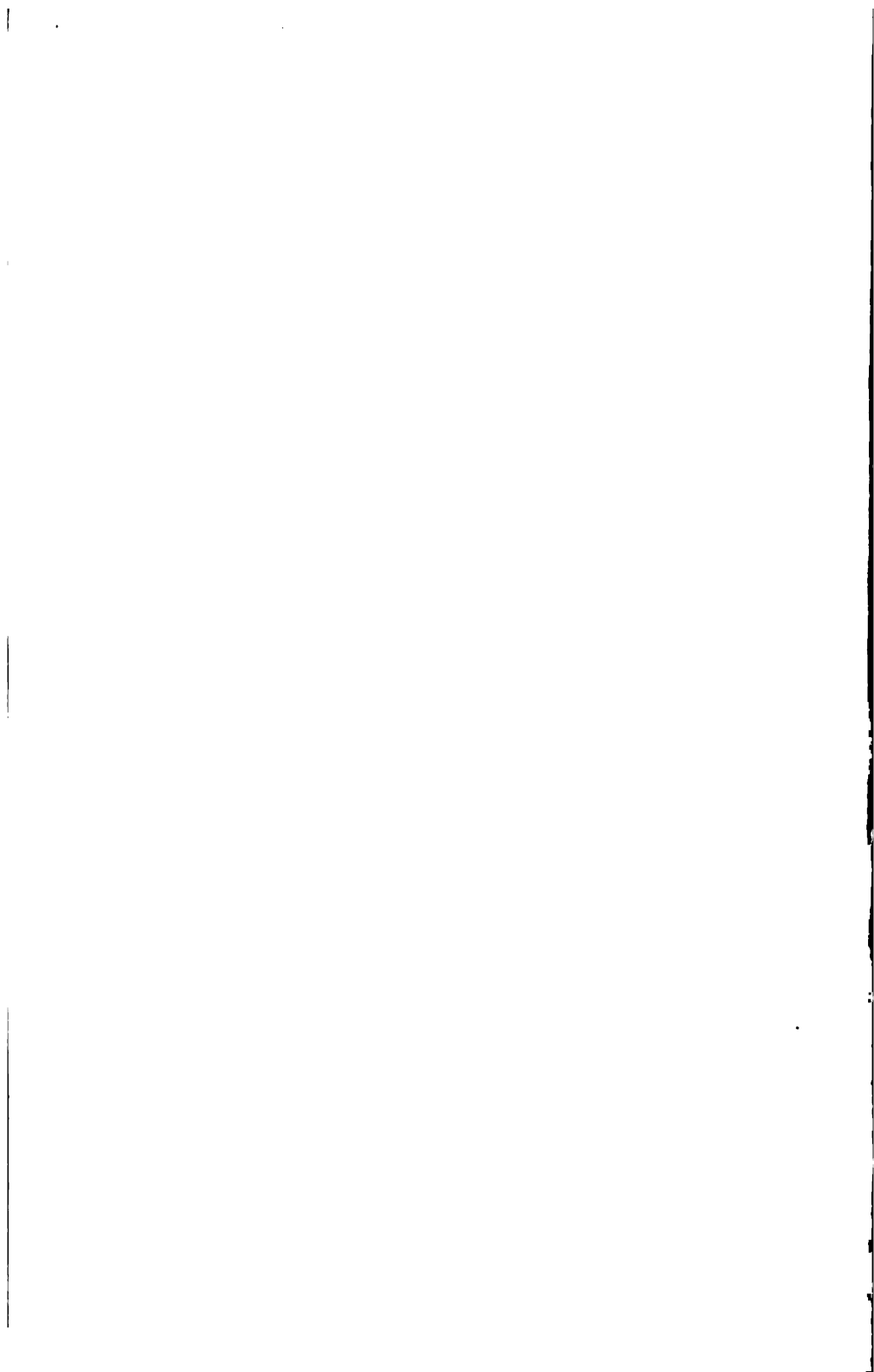


School Report

1910



FALL RIVER
MASSACHUSETTS



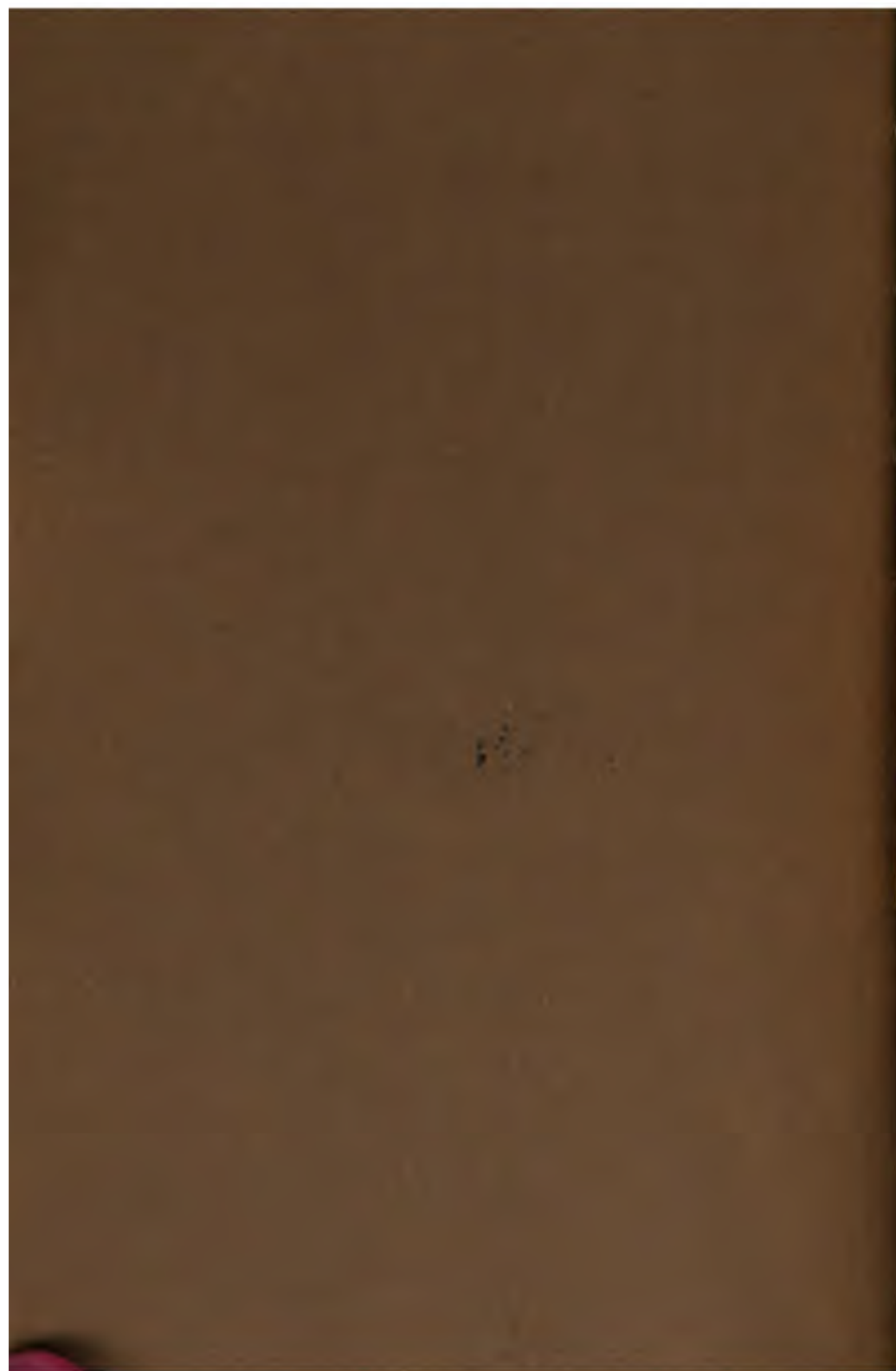
School Report

1910



FALL RIVER
MASSACHUSETTS

875



ANNUAL
SCHOOL REPORT

OF THE

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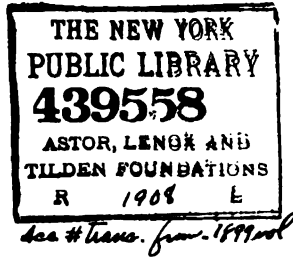
Everett B. Duxee

★ *Superintendent of Schools*

Fall River, Massachusetts.



FALL RIVER, MASS.
WARBURTON & DOVER CO., PRINTERS, 43 FOURTH ST.,
1911.



CITY OF FALL RIVER.

In School Committee, April 6, 1911.

At a meeting of the School Committee, held April 6, 1911, it was voted to accept the report of the Superintendent of Schools for 1910, and to authorize the printing of 2,500 copies of the report.

EVERETT B. DURFEE,

Secretary.

NOV 1911
1899
1899

School Committee.

1910.

	Term expires first Monday in January
MRS. ADELAIDE E. ABBE, 375 Rock Street,	1911
GEORGE T. WILEY, 47 Lindsey Street,	1911
MISS SUSAN H. WIXON, 413 High Street,	1911
EDWARD S. ADAMS, 360 Rock Street,	1912
ARTHUR I. CONNELL, M. D., 452 So. Main St.,	1912
WILLIAM J. MARTIN, D. D., 268 Highland Ave.	1912
THOMAS J. ASHTON, 34 Ashton Street,	1913
CHAUNCEY H. BLODGETT, 31 South Street,	1913
IRAM N. SMITH, 122 Highland Ave.,	1913

ORGANIZATION.

EDWARD S. ADAMS, *Chairman.*
EVERETT B. DURFEE, *Secretary.*

REGULAR MEETINGS OF THE COMMITTEE.

January 3rd,	May 3rd,	October 4th,
February 1st,	June 7th,	November 1st,
March 1st,	July 5th,	December 6th,
April 5th,	September 6th,	

SUPERINTENDENT OF SCHOOLS.

EVERETT B. DURFEE, Residence, 565 Maple Street.

OFFICE HOURS.

From 11.30 to 12.30 school days.

Tuesdays from 4.00 to 5.30.

Saturdays, 10.00 to 12.00.

Sub-Committees and Their Districts. 1910.

The schools are divided into three districts, and placed under the supervision of sub-committees of the board.

Dr. Martin, Mr. Adams and Mr. Ashton are the sub-committee of the first division, which embraces Anawan Street, Bowen Street, Broadway, Canal Street, Columbia Street, Davenport, Fowler, George B. Stone, Harriet T. Healy, Laurel Lake, Mount Hope Avenue, N. B. Borden, Osborn Street, Robeson, Samuel Longfellow, Slade, Tucker Street Schools, and Anawan Street Kindergarten.

Dr. Connell, Mrs. Abbe and Mr. Blodgett are the sub-committee of the second division, which embraces Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, James M. Aldrich, Pleasant Street, Samuel Watson, William Connell, William S. Greene schools, Pleasant Street and William S. Greene Kindergartens.

Miss Wixon, Mr. Wiley and Mr. Smith are the sub-committee of the third division, which embraces Borden, Border City, Brownell Street, Danforth Street, Ferry Lane, Fulton Street, Highland, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Ruggles, Steep Brook, Upper New Boston, Watuppa, Westall schools, and Border City Kindergarten.

The foregoing sub-committees are charged with the care of the evening schools in their respective districts.

Standing Committees.

1910.

On Visitation Northern District, Miss Wixon, Mr. Wiley, Mr. Smith.

On Visitation Central District, Dr. Connell, Mr. Blodgett, Mrs. Abbe.

On Visitation Southern District, Dr. Martin, Mr. Adams, Mr. Ashton.

On Drawing Schools, Mr. Wiley, Mrs. Abbe, Mr. Ashton.

On Rules, Regulations and Courses of Study, Dr. Martin, Mr. Smith, Mr. Ashton.

On High School, Dr. Martin, Dr. Connell, Mr. Blodgett, Mr. Adams.

On Normal Training School, Miss Wixon, Mr. Smith, Mrs. Abbe, Mr. Adams.

On Salaries, Miss Wixon, Mr. Wiley, Mr. Blodgett.

On Finance and Auditing Accounts, Mr. Wiley, Mr. Smith.

On Teachers, Dr. Martin, Mrs. Abbe, Dr. Connell.

On Books and Supplies, Miss Wixon, Dr. Connell, Mr. Blodgett.

On Sewing, Mrs. Abbe, Miss Wixon, Mr. Ashton.

School Committee.
1911.

	Term expires first Monday in January
EDWARD S. ADAMS, 660 Rock Street,	1912
ARTHUR I. CONNELL, M. D., 452 So. Main St.,	1912
WILLIAM J. MARTIN, D. D., 268 Highland Ave.	1912
THOMAS J. ASHTON, 34 Ashton Street,	1913
CHAUNCEY H. BLODGETT, 31 South Street,	1913
IRAM N. SMITH, 122 Highland Ave.,	1913
SPENCER BORDEN, JR., Interlachen,	1914
CHARLES L. HOLMES, 381 Pine Street,	1914
GEORGE T. WILEY, 47 Lindsey Street,	1914

ORGANIZATION.

EDWARD S. ADAMS, *Chairman*.
EVERETT B. DURFEE, *Secretary*.

REGULAR MEETINGS OF THE COMMITTEE.

January 2nd,	May 2nd,	October 3rd,
February 7th,	June 6th,	November 7th,
March 7th,	July, Subject to call	December 5th,
April 4th,	September 5th,	

SUPERINTENDENT OF SCHOOLS.

EVERETT B. DURFEE, Residence, 565 Maple Street.

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Tuesdays from 4.00 to 5.30.
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Sub-Committees and Their Districts.

1911.

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Dr. Connell, Mr. Blodgett and Mr. Holmes are the sub-committee of the second division, which embraces Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, James M. Aldrich, Pleasant Street, Samuel Watson, William Connell, William S. Greene schools, Pleasant Street and William S. Greene Kindergartens.

Mr. Wiley, Mr. Smith and Mr. Borden are the sub-committee of the third division, which embraces Borden, Border City, Brownell Street, Copicut, Danforth Street, Ferry Lane, Fulton Street, Highland, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Ruggles, Steep Brook, Upper New Boston, Watuppa, Westall schools and Border City Kindergarten.

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Standing Committees.

1911.

On Visitation Northern District, Mr. Wiley,
Mr. Smith, Mr. Borden.

On Visitation Central District, Dr. Connell, Mr.
Blodgett, Mr. Holmes.

On Visitation Southern District, Dr. Martin, Mr.
Ashton, Mr. Adams.

On Drawing Schools, Mr. Wiley, Mr. Holmes, Mr.
Borden.

On Rules, Regulations and Courses of Study, Dr.
Martin, Mr. Smith, Mr. Ashton.

On High School, Dr. Martin, Dr. Connell, Mr.
Blodgett, Mr. Adams.

On Normal Training School, Mr. Smith, Mr. Wiley,
Mr. Ashton, Mr. Adams.

On Salaries, Mr. Blodgett, Mr. Wiley, Mr. Holmes.

On Finance and Auditing Accounts, Mr. Wiley,
Mr. Smith.

On Teachers, Dr. Martin, Dr. Connell, Mr. Ashton.

On Books and Supplies, Dr. Connell, Mr. Blodgett,
Mr. Borden.

On Sewing, Mr. Ashton, Mr. Borden, Mr. Holmes.

Report of the Superintendent.

To the School Committee of Fall River:

GENTLEMEN:—The following is respectfully submitted as the report of the public schools for the year 1910:

SUMMARY OF STATISTICS.

Population of Fall River, May 1, 1910,	118,613
Number of children in city between five and fifteen years of age reported by census takers in September, 1910,	
Males, 10,806; females, 10,836,	21,642
Number of children between seven and fourteen years of age,	
Males, 8,562; females, 8,598,	17,160
Illiterate minors over fourteen years of age,	
Males, 270; females, 194,	464

GENERAL STATISTICS OF THE SCHOOLS.

For the school year ending July 1, 1910.

Whole number of pupils enrolled,	17,014
Average number belonging,	14,963
Average attendance,	13,776
Percentage of attendance,	91
Number of half days absence,	421,537
Number of cases of tardiness,	29,402
Number of cases of truancy,	570
Number of cases of corporal punishment,	1,185
Number of school houses,	52
Number of sittings,	17,792

Number of pupils under five years of age,	238
Number of pupils between five and fifteen years of age,	15,008
Number of pupils between seven and fourteen years of age,	11,407
Number of pupils over fifteen years of age,	1,189
Number of separate schools,	
High, 1; grammar, 81; intermediate 77;	
primary, 163; ungraded, 3; kindergarten, 4,	329
Number of teachers employed in the day schools,	
High, 29; grammar, 96; intermediate, 101;	
primary, 208; Normal Training, 8;	
kindergarten, 8; ungraded, 3; special, 9,	462

EVENING SCHOOLS, NOVEMBER 1, 1909 TO

MARCH 2, 1910.

Whole number of pupils enrolled,	
Males, 2,004; females, 858,	2,862
Enrollment of elementary schools,	
Males, 1,320; females, 597,	1,917
Enrollment of advanced schools,	
Males, 602; females, 206,	808
Average attendance,	
Elementary, 1,070; advanced, 304,	1,374
Number who entered unable to read or write,	787
Number of buildings used, 17; rooms used,	46
Number of teachers employed,	
Males, 48; females, 97,	145
Whole number of evenings kept,	
Elementary, 44; advanced, 44,	44

EVENING DRAWING SCHOOLS.

Mechanical and Architectural Classes,	
Whole number of pupils enrolled,	
Mechanical, 30; Architectural, 22,	52

Average attendance,	
Mechanical, 13; Architectural, 14,	27
Free Hand Class,	
Whole number of pupils enrolled,	
Males, 30; females, 55,	85
Average attendance,	34
Whole number of evenings kept,	
Mechanical, 29; Free Hand, 30,	

FINANCIAL REPORT FOR THE YEAR ENDING DECEMBER 31, 1910.

PUBLIC SCHOOLS, GENERAL EXPENSES.

Appropriation, Direct Taxation,	\$15,500 00
Loan: Part of Municipal No. 2, 1910,	12,000 00
Receipts,	6,210 99
	\$33,710 99

EXPENDED.

For Advertising, Annual Report, Printing,	
School Directory, Stationery,	\$1,351 27
Books and Supplies,	27,355 38
Car Tickets, Carriage Hire, Travel,	620 35
Castings, Hardware, Lumber, Supplies,	112 99
Chemicals,	4 55
Diplomas and writing,	272 20
Electric Power	336 82
Express, Freight, Carting, Books	
and Supplies,	526 32
Flags and Repairs,	155 20
Horse Keeping,	334 00
Incidentals,	19 29
Military Equipment,	85 25
Minors' License Badges,	16 50
Music for Graduations,	46 00

Postage and P. O. Box Rent,	81 05	
Repairing Telescope,	148 00	
Rent of Armory,	375 00	
Ringling Chimes,	120 00	
Services of Speakers,	102 55	
School Census,	765 00	
Truants, Board and Committing,	525 03	
Telephones and Telegrams,	132 57	
Tuning Pianos,	6 00	
Typewriters, Repairs, Supplies,	337 90	
Use of Chairs,	302 14	
		\$34,131 66
Excess of Expenditures over Appropriation,		\$420 67
Transferred from Public Schools, Salaries,		420 67

PUBLIC SCHOOLS, GENERAL EXPENSES,

UNPAID BILLS, 1909.

Appropriation, Direct Taxation,	\$6,500 00
---------------------------------	------------

EXPENDED.

For Board of Truants,	\$184 10	
For Books and Supplies,	4,508 24	
		4,692 34
Surplus of Appropriation,		\$1,807 66
Transferred to Highways,		1,807 66

PUBLIC SCHOOLS, SALARIES.

Appropriation, Direct Taxation,	\$245,000 00
Appropriation, General Revenue,	70,000 00
	\$315,000 00

EXPENDED.

For Pay Rolls: Superintendent,	\$3,000 00
Clerks,	3,100 00
Teachers,	302,669 00

Truant Officers,	4,392 00	
Carrying School Children,	717 20	
Summer School Teachers,	580 80	
	<u> </u>	314,459 00
Surplus of Appropriation,		\$541 00
Transferred to Contingent,	120 33	
Public Schools, General Expenses,	420 67	
	<u> </u>	<u>541 00</u>

EVENING SCHOOLS

Appropriation, Direct Taxation,	\$9,000 00
Appropriation, General Revenue,	2,000 00
	<u> </u>
	\$11,000 00

EXPENDED.

For Advertising,	\$42 13	
Books and Supplies,	432 03	
Carriage Hire,	16 00	
Carting Books and Supplies,	13 50	
Pay Rolls,	9,832 50	
Printing and Posting Notices,	109 75	
Typewriters, Repairs, Supplies, Use of,	382 05	
Writing Certificates,	30 20	
	<u> </u>	10,858 16
Surplus of Appropriation,		\$141 84
Transferred to Contingent,		141 84
		<u> </u>

The following table shows the total expenditures of the City of Fall River for all school purposes for the financial year ending December 31, 1910.

Expended by the School Committee:

Salaries, Day Schools,	\$314,459 00
General Expenses, Day Schools,	38,824 00
Salaries, Evening Schools,	9,832 50
General Expenses, Evening Schools,	1,025 66
	<u> </u>
	\$364,141 16

Expended by Public Buildings Department:

Fuel,	\$18,999 90	
Insurance on Boilers,	459 00	
Janitors' Salaries,	47,643 14	
Janitors' Supplies,	2,102 24	
Lighting,	2,297 27	
Repairs on School Houses,	26,499 98	
	<u>98,001 53</u>	
	<u>\$462,142 69</u>	

B. M. C. DURFEE FUND.

Cash on hand, January 1, 1910,	\$1,268 34	
Receipts in 1910,	2,513 82	
	<u>\$3,782 16</u>	
Expended to January 1, 1911,	2,520 50	
Cash on hand, January 1, 1911,	<u>\$1,261 66</u>	

DAVIS PRIZE FUND.

Cash on hand, January 1, 1910,	\$32 64	
Receipts in 1910,	94 88	
	<u>\$127 52</u>	
Expended to January 1, 1911,	94 50	
Cash on hand, January 1, 1911,	<u>\$33 02</u>	

SAMUEL WATSON FUND.

Receipts in 1910,	\$21 91	
Expended to January 1, 1911,	18 00	
Cash on hand, January 1, 1911,	<u>\$3 91</u>	

ATTENDANCE.

The population of Fall River increased by 3,516 during the year ending May 1, 1910, the number of children between five and fifteen years of age decreased by 915 and the number between seven and fourteen years of age increased by 625.

The number of illiterate minors over fourteen years of age for the year shows a large decrease from the year before and this fact speaks well for the evening schools and helps to justify the continuance of teachers, even when the attendance becomes low or, in other words, the reducing the number of pupils per teacher. This method was tried during the previous year and the teachers reported that pupils whom they then had came back the next year and seemed to retain better what they had received the previous year and to take up the work more readily than ever before.

The following table gives the returns of the school census for the last ten years in regard to such minors.

1901	1247	Decrease	485
1902	1734	Increase	487
1903	1235	Decrease	499
1904	2054	Increase	819
1905	1680	Decrease	374
1906	1401	Decrease	279
1907	1074	Decrease	327
1908	939	Decrease	135
1909	1144	Increase	205
1910	464	Decrease	680

Record figures were made in the number of children between seven and fourteen years of age, in the whole number of pupils enrolled, in the average number belonging and in the average attendance.

Acknowledgement is hereby made to those who are carrying on the Bishop Stang Day Nursery and the Ninth Street Day Nursery and to Mr. S. Howell Wright, Agent of the Massachusetts Society for the Prevention of Cruelty to Children, for the assistance

given that has resulted in keeping children in school who otherwise would be compelled to be out of school, thereby seriously affecting the attendance.

The Superintendent occasionally gives a permit for an older brother or sister to remain out of school for a short period when conditions are such as to render this absolutely necessary, to take care of a younger brother or sister and, in several cases, the Day Nurseries have been able to take in the little one, thus enabling the older ones to attend school.

TRUANT OFFICERS.

The average attendance increased by 582 over that of the year before and this good record is to a large degree the result of the efficient labors of the truant officers.

The great reduction in the number of pupils committed to the Union Truant School saves the city a large item of expense and this gives additional evidence of the good work of the men employed as truant officers.

The following table shows a part of their work during 1910.

	Investigations with and without blanks, including transfers.	Number of cases of contagious diseases.	Investigations of absences of evening school pupils.	Mills and places of business inspected
Isaiah Lord,	2,503	39	40	58
Frank M. Milne,	1,774	28	53	35
William Stewart,	1,786	60	116	47
James D. Murphy,	1,590	45	125	146
Henry Wade,	2,478	84	86	59
John F. Murphy,	2,054	63	37	50
	12,185	319	457	395

In addition to this the truant officers have actually taken into public schools 437 pupils; into

parochial schools 97 pupils; the number of visits to parochial schools was 662; the number of truants taken before the court, 6; the number committed to the Union Truant School at Walpole, 5; the number of pupils excluded from school on account of contagious diseases, 699.

FALL RIVER TEACHERS' ASSOCIATION.

The Fall River Teachers' Association has always been one of the powerful influences for high class entertainment and broadening educational advantages. To this Association has now been added the Grade Teachers' Club as the second organization of teachers in the city. Both of these bodies give to the teachers a chance of becoming better acquainted with each other and at the same time the opportunity is presented for all to improve themselves in equipment for their chosen calling. Much credit is due the officers of these two organizations for their efforts to make a success in whatever they have undertaken and every teacher in the city should belong to the Fall River Teachers' Association and every teacher in the grades should be a member of the Grade Teachers' Club.

EXECUTIVE COMMITTEE 1910 - 1911.

President—William W. Gardner.

Vice President—Arthur B. Higney.

Secretary—Harriet T. Marvell.

Treasurer—Thomas A. Dolan.

Lena P. Abbe	Caroline L. Gee
Annie C. Bush	Mary W. Hart
Beulah V. Collins	Lucy S. Macomber
Mary S. Connell	Lydia M. Smith
Emma J. Enwright	Mabel L. Stuart
Jennie E. Freeborn	Mary E. Thompson

The program for 1910 was as follows:—

January 21.

MUSICAL.

SCHUECKER CONCERT COMPANY, THE WEBER QUARTET,
MISS EVELYN G. BLAIR AND MRS. EDITH MCGREGOR WOODS,
Vocalists of Boston.

March 4.

LECTURE

"The present Condition and Tendencies of the Drama."
PROF. WILLIAM LYON PHELPS,
Yale University.

April 8,

LECTURE.

"How should a city be governed?"
MR. JAMES C. MONAGHAN, L. L. D.,
New York.

October 21,

AUTHOR'S READING.

IRVING BACHELLER,
New York.

November 10, 17,

December 1, 8.

TALKS ON CURRENT EVENTS.
RAYMOND. L BRIDGMAN,
Reporter for State Senate.

December 2.

MUSICAL.

LONGY CLUB.

Wood-wind instruments from Boston Symphony Orchestra.
MARIE SUNDELIUS, SOPRANO.

THE GRADE TEACHERS' CLUB.

The Grade Teachers' Club, whose "object shall be mutual betterment" has been formed, which, according to the constitution, shall have an executive committee of twenty members. The present executive committee consists of the following:

PRESIDENT—Adelaide S. Warfield,

VICE PRESIDENTS—Fanny H. Learned, ———

SECRETARY—Alice D. Almy,

TREASURER—Maria L. Buffinton,

PRESS COMMITTEE.

Mabel H. Remington, Nellie G. Bronson,

Frances W. Moore, Harriet B. Silvia,

Anna V. Dillon.

CONFERENCE COMMITTEE.

Fanny H. Learned, Katherine C. V. Sullivan,

Bertha E. Fogwell, Mary E. Thompson,

Elizabeth G. McDermott.

EDUCATIONAL COMMITTEE.

Elizabeth T. Higney, Elizabeth A. Regan,

M. Alice Grady, Lucy S. Macomber,

Annie C. Bush.

The Club has also a Legislative Committee consisting of twenty-seven members, three from each ward of the city, and a Nominating Committee of three members. One public meeting was held during the year, after organization, when Miss Eva M. Morley of Boston addressed the members upon "The Organization of Teachers' Clubs."

EVENING SCHOOLS.

The enrollment of the evening schools was somewhat smaller than that of the year before, which was

due chiefly to two reasons, first, the effect of the law raising the age limit from fourteen to sixteen years, of some who must attend the day schools, who formerly were compelled to attend the evening schools, and second, the fact that no one is compelled to attend evening school who is eighteen years of age or over.

The classes in Drawing met in the hall of the Lincoln School building and the classes in Stenography and Typewriting of the Lincoln Advanced School met in the High School building, thus saving the carrying back and forth of the typewriting machines.

The number of pupils enrolled and therefore the average attendance of the Architectural and Mechanical classes were somewhat larger than the corresponding numbers for the previous year.

For several years it has been noticed that many who wished to attend the Bradford Durfee Textile School were unable to maintain their places in the school on account of a deficiency in their knowledge of the fundamentals of arithmetic. To assist the men who were compelled to give up their work at the Textile School, two classes were formed, one in the N. B. Borden School building and one in the High School building. Special teachers were employed but neither room proved a success, for the pupils realized they were not attending the Textile School and very few appeared for the special work in Arithmetic.

THE OFFICE.

The number of certificates enabling children between fourteen and sixteen years of age to work,

issued in 1910, was 2109, an increase of 111 over the number issued in 1909.

The birthplaces of children who received certificates are as follows:--Fall River, 1465; other Massachusetts cities and towns, 99; other states in the United States, 114; Azores, 160; Canada, 130; England, 75; Russia, 21; Italy, 11; Austria, 10; Brazil, 7; Scotland, 4; Ireland, 3; Germany, Sweden, Belgium, Roumania, Poland, Bermuda, Madeira Islands, Philippine Islands, Sandwich Islands and Syria, 1 each.

The age and schooling certificates were amended by "An act to provide for medical inspection of working children between the ages of fourteen and sixteen" which was approved March 19, 1910, and went into effect August 1, 1910.

The applicant for a certificate to enable him to go to work must now present, in addition to the regular employment ticket properly filled out, a certificate signed by one of the medical inspectors stating that said minor has been examined by him and, in his opinion, is in sufficiently sound health and physically able to perform the work which the minor intends to do, and these facts are incorporated on the face of the age and schooling certificates that are given out in the office of the Superintendent of Schools.

MEDICAL INSPECTION.

The summary of results in the tests for sight and hearing given by the teachers for the last five years is shown in the following table.

	No. of pupils examined.	No. found defec- tive in sight.	No. found defec- tive in hearing.
1906	13,711	2,888 or 21%	701 or 5%
1907	13,225	2,637 or 20.6%	543 or 4.1%
1908	14,452	2,526 or 17.5%	477 or 3.3%
1909	15,371	2,209 or 14.4%	442 or 2.9%
1910	14,782	2,291 or 15.5%	395 or 2.9%

The number of parents or guardians who were notified that their children's sight or hearing or both needed attention was 1477.

The names and addresses of the medical inspectors of the schools, appointed by the Board of Health, are as follows:-

F. deBorgia Bergeron, M. D., 126 William St.
 J. Alexandre Bolduc, M.D., 379 East Main St.
 Thomas Cox, M. D., 1244 Pleasant St.
 John J. Gorman, M. D., 1222 North Main St.
 Ambrose A. Keeley, M. D., 943 South Main St.
 John M. Leonard, M. D., 420 South Main St.
 Michael H. Shea, M. D., 517 South Main St.
 Luther J. Shepley, M. D., 29 Massasoit St.

The schools are apportioned as equally as possible among the eight inspectors.

John B. Hawes, 2nd., M. D., in a paper read before the Massachusetts Medical Society at Boston, June 7, 1910, says in regard to the school nurse: "Physicians can examine children, legislatures can pass laws directing that there shall be instruction in tuberculosis, its prevention, etc., teachers can be provided with information on the subject, but unless there is a woman medically trained as regards the disease, socially trained to cope with social problems,

and most important of all, trained or endowed by nature with tact and good sense, little will be accomplished among the children."

Every one agrees that it is difficult or even impossible to persuade adults, particularly among the uneducated classes, to change their set ideas and methods of living. It is by dealing with the children that we are really going to control healthy, clean and sanitary living in the homes, not in this generation nor in the next perhaps, but some time in the future.

I regret to say that the very essential factor in the medical inspection of the schools, the school nurse, has been discontinued. I trust that the Board of Health may be able to appoint another and that she may prove as efficient and helpful as the former one who did such good work and gave most valuable assistance by her co-operation with the school physicians, with the teachers in the schools and with the parents and children, in their homes.

In some cities the dentists have volunteered to give their services to the attention of the teeth of deserving and needy children on a certain day of the week. This real philanthropy is productive of much good and is certainly worthy of emulation throughout the State.

ANTI-TUBERCULOSIS EXHIBIT.

Early in the year an Exhibit was prepared by the local Anti-tuberculosis Society and, by permit of the School Committee, was placed in the larger schools for a week at a time. This Exhibit consisted of large

cards containing pictures and printed directions which were designed to instruct the children in regard to the prevention of the spread of the terrible disease. The cards were explained by the Medical inspectors and by the principals of the respective schools; the pupils made the Exhibit and the talks the basis of written and oral work in English. Many of these papers have been examined by physicians and others interested and it is the general opinion that if the average child knows as much about tuberculosis, or if the papers represent what the children really know, Fall River, in the next generation will have consumption well under control.

Later in the year the Exhibit was carried to the different evening schools and State Representative David P. Keefe visited the schools and gave beneficial talks to the pupils upon the subject of tuberculosis.

I think this is the first traveling school exhibit ever shown in Massachusetts, if not in the United States. Considerable mention was made of it and some of the papers of the school children were printed in Volume XXI, No. 3, 1910, of Medical Communications of the Massachusetts Medical Society.

DONATIONS.

The School Committee acknowledges with thanks and appreciation the following donations.

Samuel Watson Fund which is best described in the words of the original instrument which follows. "As an indication of my interest in the Samuel Watson

Sleep with your
windows wide open.
Don't be afraid of
night air.
Don't be afraid of
cold fresh air.

Don't stay where there is no
fresh air. Don't work where
there is no fresh air. Don't live
where there is no fresh air.

The only way to be
afraid of is the disease consumption.
It is a danger to the neighborhood.
Be careful and stop spreading and
everybody.

Alcoholic Drinks
are particularly bad
for persons suffer-
ing with consump-
tion. They do not
cure, they kill.

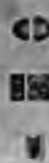
If You see any re-
fuse in your neigh-
borhood clean it up
yourself. Do not
wait for someone
else to do it.

Always dampen
the broom before
sweeping.
Always dampen
the cloth before
dusting.

Picture courtesy of the U.S. Public Health Service



Clean your teeth
after each meal and
always before going
to bed.



Anti-Tuberculosis Exhibit

Flies are great
carriers of disease.
Don't allow them
in your home.
Don't allow them
on your FOOD.

Don't spit on the
floors in the home,
workshop store or
mill.

The best time to spit is inside
the can.

Sunlight and Fresh
Air kill the germs
in the Consump-
tive's Spit.

Fresh Air
Nourishing Food
And Rest
PREVENT CONSUMPTION.

UP LIFT FALL RIVER

After Your Ring your School
we'll not see the classmate, and
the teacher and the other STUDENT
STATES

THESE PICTURES SHOW THE BEST WAY TO LIVE

Of course You used
these this morning.



Did You use these?



Have YOU a hand-
kerchief with you
today?



Anti-Tuberculosis Exhibit

1

Grammar School, situated in Fall River, County of Bristol, and Commonwealth of Massachusetts, and to commemorate my eightieth birthday, I hereby give and transfer to Everett B. Durfee, Superintendent of Schools of said Fall River, and to John R. Ferguson, Principal of said Samuel Watson School, to them and to their successors in said offices of Superintendent of Schools of Fall River and of Principal of Samuel Watson School, the sum of Two Hundred Pounds Sterling, in the form of an Imperial Japanese Government Bond, No. 192301, in trust, nevertheless, to be used as follows:—

1st. The said Two Hundred Pounds Sterling shall remain as a permanent fund.

At the maturity of the above mentioned bond, the trustees aforesaid, or their successors, are directed to deposit the proceeds of said bond in some savings-bank, or to invest or reinvest said proceeds in such interest-bearing securities as shall, in their judgment, seem best and safest for the accomplishment of the purposes of this gift.

If, in the judgment of the trustees, it seems best so to do for the purpose of protecting and preserving the permanent fund of this gift, authority is hereby given them to sell the above mentioned bond at any time before the maturity of said bond, and to deposit or invest or reinvest the proceeds from such sale in the same manner as directed if said bond had matured.

2d. The income from said fund shall be used for the following purposes:

(a) One-half of the yearly income, or as near that as seems best to the trustees, but in no case less than twenty dollars, if there be that much income, shall be used for the purchase of a medal, to be known as the Samuel Watson Medal, and to be given annually to the pupil of the graduating class of the Samuel Watson School who shall obtain the best record in a written examination in Mathematics and English, said examination to include the work of the grammar grades, and to be given by the Principal some time during the last ten weeks of the school year.

(b) The remainder of the income, as far as possible, shall be used by the trustees for the purchase of some gift for the use of the Samuel Watson School, to be known as the Samuel Watson gift, and to be presented to said school in honor of the pupil who shall receive the medal above-mentioned, which fact shall be suitably marked or inscribed upon said gift.

Any unexpended balance, after the purchase of said gift, shall be applied toward the purchase of future gifts.

3d. The trustees shall not be required to furnish any bond for the performance of their trust, but they shall make an annual report of said trust to the School Committee of the City of Fall River.

In witness whereof, I have hereunto set my hand and seal this twenty-first day of January in the year of our Lord one thousand nine hundred and ten.

Signed, sealed and delivered

in the presence of

(Signed) SAMUEL WATSON.

JOHN LAMBERT

PETER SHARPLES

Mr. Watson approved the drawing representing just how the medal would appear and everything was done according to his wishes but he never lived to see the medal itself, having passed away after a brief illness on May 27, 1910.

The members of the Civic Club have again shown their interest in the public schools by assisting in furnishing flower seeds for the pupils.

Mr. Edward R. Champlin presented 132 autographs of distinguished American authors, men and women, to that member of the B. M. C. Durfee High School who wrote the best piece of original English verse.

Just before removing her family to another city Mrs. Edward Shove presented a large picture to the Westall School in behalf of her daughter, who was a pupil of the school.

Mr. Robert C. Davis presented five pictures and a large Map of the World to the Davis School.

Mr. Josiah Wagstaff presented a framed collection of butterflies and moths to the Samuel Watson School.

For several years a master of a grammar school has presented the schools with calendars of the Rhode Island Humane Education Society.

COLUMBUS DAY.

For the first time the 12th of October was a legal holiday in Massachusetts and called Columbus Day. Appropriate exercises were held in all the schools on the 11th., to impress upon the pupils the significance of the day, by studying the life and character of the great discoverer.

SUMMER SCHOOLS.

At the regular meeting of the school committee held July 5, 1910, upon recommendation of the Standing Committee on Southern District, it was unanimously voted that the experiment of Summer Schools be made by opening two rooms in each of three buildings, one in the south, one in the central, and one in the north part of the city, providing in one room for smaller children and in the other for those who are unable to read or write in the English language, although of somewhat advanced age and who cannot secure work on account of their inability to read and write in English.

In accordance with this vote the Slade, Pleasant Street and Border City School buildings were opened during five forenoons each week from nine to half past eleven for four weeks beginning July 18.

The following corps of teachers were appointed:

Slade School, Principal, Harry Smalley, Assistants, Eleanor G. Corrigan, Katherine M. Moran, Helen B. Stirling.

Pleasant Street School, Principal, William A. Hart, Assistants, Catharine Desmond, Cornelia C. Mackie, Mabel A. Robertson.

Border City School, Thomas A. Dolan, Assistants, Elizabeth C. Finneran, Mary R. Shay, Harriet B. Silvia.

Other teachers were added in each of the buildings according to the increase in attendance.

The Superintendent herewith acknowledges with thanks the great helpfulness of Mr. George W. Rankin,

librarian, who kindly sent a box of books to each school and gave many illustrated weeklies to interest and instruct the pupils.

Extracts from the reports of the principals follow.

"The attendance for the session of four weeks did not materially lessen during the last half of the month. From this and also from conversations with pupils and parents I am inclined to believe that another week might be added next year. As a great many of the children attending the summer schools are foreigners I think that special emphasis should be laid on English. Much can be accomplished by conversation classes. These children are naturally voluble and this trait can be made use of. We should get as far away as possible from the text book and ordinary school methods. The more informal our work the better. Of course, there may well be an exception to this in the case of older and more advanced pupils.

The playground is an important factor in the success of the school. It has by no means been developed to the full limit of its capability. The child is his real self on the playground and fifteen minutes of intimate association with him in his games and sports will put the teacher in closer union with him than will a whole day spent in the schoolroom."

"The school filled a demand and a need. The smallest attendance was 52 on the first day. The largest was 189 on the last day. The average was 129.

The vacation school should partake of the nature of play under direction. The play should be instructive and constructive. Discipline should be replaced by interest. Subjects which deserve to be taught in our summer schools next year are sewing for the girls, whittling for the boys; mechanical drawing and construction of paper articles by the girls, toys by the boys, from plans; play ground activities under supervision; music and dancing, and where possible, cooking.

In the Pleasant Street school we took up sewing, doll dress making, cutting, pasting of scrap books, school yard games, singing, drawing, and much reading of interesting stories. Otherwise the time was devoted to the three "R's" in the form of contests and spelling matches etc. We also had a daily lesson in nature work.

The kindergarten was carried on as during term time. This was very acceptable because by nature the kindergarten is very nearly what a vacation school should be in atmosphere and method.

For materials for next year I would recommend:

More sand, pails and shovels.

Plenty of reading matter in the line of folklore and fairy tales.

Books and papers for cutting.

Drawing supervisor, rulers, pencils and compasses.

Good books of songs.

Sloyd knives and supply of white-wood or soft pine.

(Sewing supplies are gladly brought from home by pupils.)

Arrangements for trips afield.

Four weeks, I believe, was a term of sufficient length. On the early days of the last week the attendance had begun to weaken.

"The school opened with an attendance of 85 children and closed with 128, with an average of 129 for the four weeks."

"The school consisted of four rooms and was organized on the lines of the term school, 1, Kindergarten; 2, Grades 1 and 2; 3, Grades 3 and 4; 4, Grades 5 to 9. The kindergarten was conducted in the regular manner with the addition of sand and pails for playing in the yard. The interest was most pronounced and we had a waiting list during the whole four weeks. The program in the other rooms was varied as much as possible to maintain the interest of the children, to make it different from the term school and to ease off on the discipline. There was much singing, playing of games under the teacher's supervision, both in the yard and in the room, drawing, folding, cutting, elementary mechanical drawing for older ones, the use of compasses, reading, writing, spelling, arithmetic, making scrap books, sewing, embroidery and story-telling."

"The plans for the future should be determined in part, by the motive of the parents in sending their children. We should be democratic enough to give them some things that they desire, and autocratic enough to give them what will be for the best interests of the city and the state in the development of the citizens of tomorrow. Parents sent their children:

First, To keep them off the streets and out of mischief.

Second, To get some help for the next grade in term school.

Third, To be helped in some particular study in which the child had been weak the preceding year.

Fourth, Because they wanted their children to learn English. (This applied to the French in particular.)

I think we should make it possible for a deserving child who is delinquent in some study to have special instruction at public expense. If this can be done in summer school and the child promoted, it will be economy for the city. Whether a child is "deserving" should be determined by the principal of the day school which such child attends. We should also be ready to help the children from the parochial schools, but not confine ourselves to reading and writing as we do in the illiterate rooms in the term schools.

I recommend the following:

- 1 More sand and pails for the kindergarten.
- 2 Clay modeling in Grades 1 and 2.
- 3 Cardboard construction in Grades 3 and 4.
- 4 Elementary mechanical drawing in Grades 5 to 9.
- 5 Use of sloyd knives.
- 6 More sewing and embroidery.
- 7 A piano for singing by the whole school.
- 8 More attention to sports, including running and jumping.

9 Opportunity to take classes afield and in swimming.

10 That the Supervisor of Drawing make up a course covering the manual training and be engaged to supervise the same.

In addition to the practicable recommendations of the reports of the principals of the vacation schools my own recommendations are as follows:

Vacation schools of four weeks' duration in three or more buildings having

(1) A Kindergarten section.

(2) A section, if there is a demand for it, for special help for those older pupils who are trying to secure their age and schooling certificates to enable them to work.

(3) A section for those pupils in the different grades who, through no fault of their own, have barely failed to be promoted.

SUMMER SCHOOLS, 1910.

Expended for Salaries,	\$580 80
Expended for Supplies, Printing, Advertising, etc.,	70 39
	\$651 19

NEW BUILDINGS AND NEEDS.

Three new buildings have been erected during 1910 as follows:

The John J. McDonough School, on the corner of William and Fountain streets, is a building containing twelve rooms, a Kindergarten, and a hall. At the time of writing this report the building is finished and nearly ready for occupancy. This will take all the pupils from the Anawan Street School

and the Canal Street School and will relieve the Roberson Columbia Street, Broadway and Samuel Longfellow Schools.

The William J. Wiley School, on the corner of North Main and Canedy streets, will contain nine rooms. This will relieve the Border City and Steep Brook Schools.

The Hugo A. Dubuque School, on the corner of Locust Street and Oak Grove Avenue, will contain eight rooms and will relieve the Covell Street and Brown Schools.

As regards new buildings by far the most needed at present is the Technical High School which now seems to be a reality in the near future and the need of it steadily increases. It cannot be built in any too short a time to relieve the crowded conditions of the present high school.

As stated in the last report, there is urgent and immediate need of a large building south to relieve the Laurel Lake, George B. Stone and Slade Schools. After this building is erected and adjustments are made in the schools mentioned, the southern section of the city will have been well cared for in the matter of school accommodation's.

A principal in the eastern section says "The proposed erection of a new mill in the vicinity should hasten the building of the addition to the Brown School." He seems to think also that no permanent relief will be obtained until additional school accommodations are provided somewhere between Mason and Fourteenth streets.

The attendance at the Highland School shows that there will soon be need of another school north of the present school.

The school building at Copicut, after being closed for twenty-two years, was repaired and opened on November seventh and pupils who were formerly carried to the Watuppa School were transferred to this school.

Fall River needs many more school rooms than it has at present in order that conditions crowding from fifty to seventy pupils in a room may cease to exist, and in order that our recent graduates from our Normal Training School and the State Normal Schools may not be compelled to assist and wait for five years before being appointed to rooms.

The following buildings have more or less urgent needs and attention should be given to them, if possible, by the Department of Public Buildings:

- Brayton Avenue, interior needs,
- Highland, curtains, windows, seats and desks.
- Lincoln, seats and desks,
- Robeson, cellar,
- Slade, interior repairs,
- N. B. Borden, general repairs and improvements,
- walls, floors, desks,
- Westall, yard,
- Border City, urgent interior needs,
- Ferry Lane, interior needs.

CONFERENCE ON ENGLISH.

Upon request of the President of the Teachers' Association the committee allowed the schools to be

closed at recess on the afternoon of March 10, that all the teachers might attend a conference on the subject of English and Language, at which teachers from the elementary and high schools presented papers that were full of profitable suggestions. The Association certainly merited the commendation and approval that it received from the Board for the interest shown in the matter of English.

By vote of the school committee meetings were held during October and November in the school buildings in the city in charge of the principal of the building, at which all the teachers of the school discussed the problems of their respective grades in the subjects of English and Arithmetic, such as the apparent lack of correlation of the work in the grades, and they suggested remedies for improvement. Written reports embodying the conclusions and recommendations of these meetings were submitted by the principals to the office.

Two meetings of the teachers in all the grades were held at the high school and a talk given at each on the subject of English, by Mr. Charles L. Hanson, head of the department of English at the Mechanics Arts High School of Boston, who formerly was an instructor in our own high school.

Two similar meetings were held for the consideration of Number and Arithmetic and were addressed by Mr. John C. Gray, Superintendent of Schools of Chicopee. This is a beginning of a much needed revision of our Course of Study.

THE WORK IN THE SCHOOLS.

One recommendation from a principal of a grammar building has my endorsement and is worthy of discussion by the Board, if necessary. The plan is successfully practiced in many cities and whenever it has been tried here in individual cases or by classes, the results have been satisfactory. I recommend it for approval by the School Committee. It is as follows: "that in the different grades (especially in those buildings with two rooms to a grade) a "Class A" and a "Class B" be recognized; "Class A" to consist of those who are able and ready to progress rapidly, and "Class B" to consist of those who, for one reason or another, must proceed slowly, the opportunity being always open for a member of "Class B" to work up into Class "A" as well as the way being always open for a pupil to return to "Class B" from "Class A" who does not work to maintain himself in "Class A". This plan would furnish an incentive to slow or lazy pupils as well as give the opportunity to those that are able, to progress according to their ability, an opportunity to which they would seem to be entitled.

On the other hand, it would give the slow pupils an opportunity to move at a rate suited to their ability and relieve them from the discouragement of having their work brought constantly into contrast with that of the quick and ready pupils in the same room with them. "Class B" might be expected to cover the bare essentials of the grade, while "Class A" could not only do that but could do much in the nature of extra work.

Another grammar principal reports "In the regular school work the teachers are striving as faithfully as ever. One is trying an experiment that seems to me very good to increase the efficiency in spelling. Instead of assigning twenty words for a spelling lesson, only ten are assigned, but in addition to learning how to spell them, the pupils are required to look up the meaning of each word in the dictionary. Then when they write their spelling, instead of writing simply the word dictated by the teacher, they are required to write a sentence containing the word. In this way they are gaining not only in ability to spell but also in the power to use words correctly. The queer sentences that are sometimes written show that the pupils are not always able to grasp the meaning and proper use of the words even with the help of the dictionary. In such cases the teacher has the opportunity of making clear the meaning given in the dictionary and of impressing upon the pupil's mind the correct use of the word. This method takes time and patience, especially for corrections, but the teacher of the sixth grade who is trying it feels that she is repaid in the greater efficiency of her pupils in their language work."

The pupils in another room (grade seven) in the same building are working hard to see how many can have perfect spelling lessons. Every three or four weeks the room teacher sends to the principal all pupils who have had perfect spelling or but one word wrong during the intervening time. The principal examines their books and makes a record of their names.

The pupils are interested to see if they can have their names on the principal's list. For the first three weeks there were seven who had correct spelling lessons and five who had but one word wrong. For the next month fourteen had correct spelling and nine had but one word wrong. Besides these there were several whose spelling was correct but who had divided the words into syllables incorrectly. Every day the room teacher writes upon the board the number who had correct spelling for the previous lesson. On one day there were forty-three correct out of an enrollment of forty-four.

My own views upon the subject of spelling are well shown in the following quotation from a recent report of a Massachusetts Superintendent: "This utilitarian point of view furnishes a basis for the selection of the words which children are taught to spell. In the school of one or two generations ago the spelling of many unusual, technical and difficult words was taught. Whether the learner understood the meaning of such words, or had any use for them, or was ever likely to have any use for them, was a question which did not seem to arise. The fact is that some of us learned to spell words in our school days that we have never spelled since. Today, however, the point of view is entirely changed. Common words are taught, words which form the child's vocabulary at home, on the playground, and in the school; words which he must use in expressing in written form the knowledge gained from other school duties; words which he will surely need later in giving written expression to his ideas as an adult thinker and worker."

Superintendent Brooks of Boston says: "A tendency to revive the spelling contests of former days is showing itself in the schools. While there are grave objections to the introduction of competitive contests of a personal nature among children in the formative period of their lives, it seems probable that a reasonable use of spelling contests can be made, especially between different sections of the same grade in the same school. This will be particularly true if the competition is between whole classes rather than between the best spellers in each class. If the record of every pupil in the class affects the final result, the weak spellers will not be neglected in the effort to produce a few star performers."

My own feeling is that this essential and practical part of the curriculum needs particular attention on the part of all the teachers and I have dwelt upon the subject at length in this report as one means to impress that fact upon the corps whose members, although doing good work, are always ready to try and improve upon the past. I want the spelling in the schools of Fall River to "loom up" and this can be brought about by a little more emphasis on the oral side of the subject together with the excellent methods that at present exist in some of the buildings.

The principal of one building of twelve rooms reports "The half-year just closing has been an unusually smooth, pleasant and successful one. Never since my connection with the school, has there been a semester with so few of those problems of adjustment of misunderstanding and dissatisfaction in which

parent, pupil and teacher are concerned, as during the semester just closing. I might also add that there has never been a semester before, in which I have not felt called upon, as principal, to administer one or more corporal punishments."

"We have not been compelled to have our usual campaign against cigarettes and tobacco, having had but two boys (there may have been more undiscovered) who needed counsel and warning. I trust these are hopeful signs. They certainly mean pleasanter and more satisfactory conditions for the principal."

"We find that our upper grade pupils do quite a little outside reading, making considerable use of the Public Library—a habit which needs to be fostered and encouraged. Children's choice of reading should, however, be supervised and directed, and this year we have been doing more than usual in this line in our eighth and ninth grades. Talks have been given on choice of reading, and standard children's books recommended. Then, in our eighth and ninth grade rooms, we have two copies of the "List of Books for Home Reading for Boys and Girls in the Public Library of Boston," compiled by the Boston Home and School Association, and one copy of the "List of Books for Boys and Girls in Boston Public Library," published by the trustees of the library. Most, if not all, of these books are in our Public Library. The pupils have access to these lists and are encouraged to make selections from them and are doing so to a considerable extent. They are also encouraged to use the excellent list of books posted in our Public Library. It may

be interesting to mention in this connection that when these lists first came, I went over the shorter one with my ninth grade pupils, commenting on the better known books, I was surprised and pleased to find that a Hebrew boy, a great reader, had read all of the forty or more books I had mentioned and many of those I had not mentioned. It is also interesting to note that we have an Italian boy in seventh grade who is a great and constant reader, and whose fund of general information is much greater than the average boy of his age. It is a little surprising to note that our two greatest readers are a Hebrew boy and an Italian boy."

The principal of another school reports "The Boy Scout Movement is so closely allied to the idea of looking out for others that I am pleased to report we have two divisions formed by the boys themselves."

SALARIES.

At the time of making the appropriations, the City Government granted the School Board \$15,000 extra that the salaries of the teachers might be increased. A much larger amount was asked for by the School Department in order that the increase might go into effect at the beginning of the year but the Government could not see its way clear to grant more than the \$15,000. The amount of increase requested by the teachers of the grades was one hundred dollars per year or \$2.50 per week.

After carefully going into the matter and taking into account the fact that other salaries also should

be adjusted, it was unanimously voted on April 5, that "the salary of teachers of the grades including substitutes and assistants be increased two and one-half dollars per week, the increase to date from the opening of school in September."

At the regular meeting of the Board held June 7, it was unanimously voted to increase the salaries of teachers in the High School, Normal Training School, Fowler (practice) School, of Principals of Grammar, Intermediate and Primary Schools, Principal's Assistants (Grammar), Kindergartners, of the Sewing Teachers, of the Supervisors and of the carriers of the children and that this increase should go into effect on October 3.

As the date of opening the schools was postponed two weeks, the dates when the increases went into effect, both for the grade teachers and the others, were postponed for two weeks. To offset this loss of time the schools were in session three extra days and the teachers attended not only the Annual Bristol County Convention but extra meetings and performed extra work so that they received their salaries in full for the usual fifteen weeks after school opened in September.

One grammar principal speaks of the matter of salaries in his report as follows: "The best educational investment that the city could have possibly made was the raise in pay of the grade teachers. Never have the affairs of this school run so well or so smoothly as they have this year. Never has the spirit of the school been so good. The higher efficiency secured

must more than justify the resulting increase in expense. It is needless to say that the satisfaction and calm of the teacher is reflected in the work and deportment of the pupil."

Another principal of a building of twelve rooms reports "I can but commend the faithfulness of my teachers. Perhaps it can be best illustrated by the fact that we have had only one tardy mark among the teachers and that was due to a belated car."

The average monthly pay for men teachers in the state of Massachusetts is \$152.96 and for women, \$61.82. In Bristol County the average monthly pay for women is \$58.35. In New Bedford the average for men is \$175.85 and for women, \$70.53.

In Fall River, the largest city in Bristol County and third in size in the State of Massachusetts, the average monthly pay for men teachers is \$144.48 and for women, \$58.08. So the Fall River men teachers receive over \$8 per month less than the average for the state, and over \$31 less than the amount paid to men teachers in New Bedford; the women teachers of Fall River receive over \$3 less than the average for women in the state, a small amount less than the average for the county, and over \$12 less than the average for women in New Bedford. If we compare the pay of our teachers with that of teachers of the state outside of Bristol County, we suffer all the more by the comparison. These conditions should not exist.

APPROPRIATIONS.

I realize that a vast amount is expended on our public schools every year but I wish to show the re-

lation that Fall River bears to other large cities in the state in the amount of money raised and expended for school purposes. The following is taken from the last annual report of the State Board of Education:

(1) Rank of cities according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.

In a total of 354 cities and towns, Boston is number 23, Springfield 24, Worcester 43, Lawrence 53, Lowell 63, Cambridge 64, New Bedford 77, Lynn 87, Somerville 93, Taunton 94, Fall River 145. Of the fourteen counties of the state, Bristol County ranks number eight.

(2) Rank of cities according to the proportion of their taxable property appropriated for the support of public schools. In the same total of 354 cities and towns, Brockton is number 94, Somerville 121, Taunton 124, Worcester 175, Lowell 215, Cambridge 218, Lawrence 221, Springfield 224, Salem 228, Lynn 240, Fall River 252. Only two of the larger cities are below Fall River; New Bedford, whose rank on the list is 272, and Boston, 327. If Fall River is expected to keep upon the educational plane of the other large cities even more money than at present must be appropriated for the support of the schools.

EDUCATIONAL PROGRESS.

Our educational progress during 1910 has partly been shown by the increase in salaries, the formation of the Grade Teacher's Club, the Anti-tuberculosis Exhibit, the donations of public-spirited citizens,

the establishment of Summer Schools, the opening of the Day Nurseries and the founding of a local branch of the Massachusetts Society for the Prevention of Cruelty to Children, the opening of a disused suburban school and the building of three new school houses, the appointment of an additional teacher in sewing, the requirement of a physician's certificate for the one who wishes to secure an age and schooling certificate, the installation of sanitary drinking fountains, the instructive and interesting talks, addresses and lectures by members of our corps in Fall River and outside towns and cities, and the beneficial results in the formation of Parents' Clubs. All these facts are helpful to those who are engaged in the profession of teaching and especially to those who are doing practical, effective work in the school-room.

I hope, during 1911, to see:

The Technical High School begun and well under way.

Manual Training established in several centres for the boys in the grades.

Cooking in at least one centre for the girls in the grades.

A repetition of last year's method of graduation from the grammar schools.

A primary supervisor appointed.

One or more milk stations established in our city to furnish proper milk to infants.

Many shade trees planted in our city.

A school nurse employed.

A free Dental Clinic established.

Additional drinking fountains installed.

Rooms for anaemic children.

Wider use of the school buildings and grounds.

The school department housed in a building by itself.

The crowded schools in the southern section of the city relieved by a large new building.

The present high standard of work in our schools maintained and, if possible, improved upon.

Still further assistance in every way from parents and friends of the schools.

The largest membership in the history of both teachers' organizations.

CONCLUSION

Such excellence as any school system possesses is due primarily to the character and ability of the supervisors and teachers. The principal service of the supervisors is to inspire teachers to develop ability and to assist them in acquiring a high degree of skill.

The public school represents the highest type of institutions of the people and merits the heartiest co-operation of every citizen. The work imposed upon the officers, teachers and all employed in the school department is increasing every year and I thank all who are connected with the department, both directly and indirectly, and all others interested in the schools for their co-operation and assistance during the past year.

Respectfully submitted,

EVERETT B. DURFEE,

Superintendent of Schools.

IN MEMORIAM

Harriet E. Martin, a teacher in the Samuel Longfellow School, died November 7, 1910. In service, 1870—1910.

Samuel Watson, in whose honor the Samuel Watson School was named, died May 27, 1910. 1830—1910.

REPORT OF THE PRINCIPAL
OF THE
B. M. C. Durfee High School.

Mr. Everett B. Durfee, Superintendent of Schools:

Once again I am glad to place before you my annual report of the progress and necessities of the High School.

Last summer Miss Julia A. Read resigned after a service of forty-seven years in the schools of the city. Thirty-seven of these were passed in our High School and they were years of remarkable success. Her accurate scholarship, her untiring energy, her abhorrence of the least dishonesty and faithlessness, her thorough devotion to her work, her lofty ideals, all made a lasting impression upon her pupils, and many are the men and women of our city who look back gratefully to the hours spent under her guidance and join with her colleagues in wishing her the utmost happiness and prosperity in her retirement.

Two other teachers also withdrew at the end of the school year, Mr. Rollins, who accepted a position in Chicago, and Mr. Peabody, who is now teaching in New York. These several vacancies have been filled by the appointment of Ralph M. Small as the successor of Miss Read in the teaching of Latin, Fred-

erick R. Hunt to succeed Mr. Rollins in the department of Greek, and Elizabeth G. Crane to teach English and History in place of Mr. Peabody. Mr. Small was graduated from Bowdoin College, and has since taught in various schools in Massachusetts and Maine. Mr. Hunt, after graduation from Williams College, took the degree of M. A. in the classics at Yale, and has since been occupied in teaching at Lafayette College. Miss Crane is a graduate of Boston University and comes to us from the High School at Dedham. Miss Stevens, who was taken ill in March, has been obliged to extend her absence, and Harriet D. Proctor, a graduate of Bates College, a teacher of experience in the High Schools of Stoughton and Hyde Park, and a student in Germany during the year 1909—1910 has taken charge of the German and Mathematical classes of the former. On account of the large size of the English classes, Earl M. Benson (Wesleyan 1906, and a former instructor at Cornwall-on-Hudson and Detroit,) has been secured as an additional teacher. Mr. Goff's health has also compelled him to be away from school both in the spring and fall, and his position was satisfactorily filled until shortly before Christmas by Mr. Samuel W. Hallett.

The crowded condition of the school is even more distressing than last year, for we have an increase of forty pupils with no additional seating or recitation space. While the teachers are devoting a great amount of extra energy to the attempt to keep up the large classes under adverse circumstances and while you, Mr. Superintendent, and the School Committee have

done all in your power to help and relieve us, it is of course impossible to accomplish results which might reasonably have been expected of us a few years ago with better surroundings and smaller classes.

The new athletic constitution has done much to raise the standard of sport in our school, and, although some amendments may yet be desirable, I feel that on the whole the present arrangement is very satisfactory.

Captain Harrison has aroused much additional interest and enthusiasm in military matters, and we hope soon to submit to you a new constitution for the regulation of the uniformed company.

Our musical organizations still suffer from lack of funds, and I wish to renew my recommendation that a small sum of money be appropriated from the school funds to pay for suitable instruction and experienced leadership.

The Premier has been greatly improved by recent changes, including a new method of appointing the editors. I think it is a decided credit to the school at present.

Our debating society, the Forum, was defeated last year by both the Providence and New Bedford teams, but the representatives of our school, Messrs. Sprague, Crossley, Feitelberg, McGrath, Giblin, and Farrell, made a most creditable appearance, even if not given the preference by the judges.

The Class of 1910 gave an entertainment on April 15th, presenting the operetta, "A Nautical Knot", which it repeated on the following afternoon, Satur-

day April 16th. The attendance was large and the performance unusually good. Great credit is due to Mr. Burley, who had charge of the preparation and production. The proceeds were principally devoted to the purchase of another stained glass window for our assembly hall and to the fund for the Alumni Field.

Upon Friday, May 27th., at our Memorial Day Exercises, we were favored with an address by Mr. J. Thayer Lincoln, and on June 15th., Founder's Day, with one by the Rev. Willard L. Sperry. The remarks of both were thoughtful, interesting, and helpful, and we were grateful for the opportunity thus afforded of listening to them.

Finally, please allow me, Mr. Superintendent, to give expression here to my appreciation of the kindly assistance and useful advice which I have received throughout the year from you and the School Committee, and my gratitude to the Vice-principal and the other teachers of the High School for their unvarying friendliness and support.

Most sincerely yours,

GEORGE F. POPE,

Principal.

Appendix to the Report of the Principal
OF THE
B. M. C. Durfee High School.

The enrollment from the opening of school September 19th, 1910, to the end of the first semester, February 3d, 1911, is exhibited in the following:

TABLE SHOWING ENROLLMENT BY GRADES.

Classification.	Boys	Girls.	Total.
Tenth Grade	169	187	356
Eleventh Grade	142	172	314
Twelfth Grade	77	84	161
Thirteenth Grade	57	81	138
Graduates	1	6	7
	446	530	976

The average age of the present entering class (1914) was in September, 1910, 14.9 years; age of the youngest member 12.08 years; age of the oldest member, 20 years.

The average age of the present senior class (1911) was in September, 1910, 17.98 years; age of the youngest member, 15.75 years; age of the oldest member, 21.75 years.

The number of non-resident members enrolled thus far since the opening of school, September 19th, 1910, is 101.

NUMBER OF TENTH GRADE PUPILS, AND THE
SCHOOLS FROM WHICH THEY CAME.

Borden	20
Davenport	25
Davis	23
Fowler	22
George B. Stone	12
Highland	21
Lincoln	15
N. B. Borden	44
North Fall River	1
Robeson	11
Samuel Watson	6
Slade	14
Steep Brook	5
Upper New Boston	1
Westall	44
William S. Greene	7
Admitted by examination	35
Transferred from other cities	6
Previously admitted	26
	—
Total.	338

STUDIES TAUGHT IN THE HIGH SCHOOL.

STUDIES.	First Year.		Second Year.		Junior Year.		Senior Year.		Totals.		All
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
English.....	170	179	134	147	93	102	55	85	452	513	965
Greek.....			20	3	7		7		34	3	37
Latin.....	67	136	36	52	20	27	18	18	141	233	374
German.....			19	34	43	37	23	16	85	87	172
French.....			95	79	70	93	19	42	184	214	398
Grecian History.....	75	43							75	43	118
Roman History.....			36	30					36	30	66
English History.....	77	98			13	21			90	119	209
General History.....			19	38					19	38	57
Am. Hist. and Civil Gov't.:					50	10	10	54	60	64	124
Commercial Law.....							12	15	12	15	27
Algebra.....	149	166							149	166	315
Plane Geometry.....			106	110	2		31	7	139	117	256
Solid Geometry.....							13		13		13
Physics.....					24	5	19		43	5	48
Chemistry.....							19	24	19	24	43
Botany.....					2	62			2	62	64
Zoology.....								26		26	26
Astronomy.....							2	13	2	13	15
Geology.....							2	13	2	13	15
Physiography.....					2	35			2	35	37
Physiology.....			8	80					8	80	88
Mechanics.....	80		64		28		15		187		187
Mechanical Drawing.....	80		67		28		15		190		190
Commercial English.....							12	15	12	15	27
Commercial Arithmetic.....	20	37							20	37	57
Commercial Geography.....			22	18					22	18	40
Penmanship.....	24	34	24	20					48	54	102
Book-keeping.....	22	52	21	29					43	81	124
Short-hand.....					11	18	12	15	23	33	56
Type-writing.....					11	17	12	15	23	32	55
Mathematical Reviews.....							6	33	6	33	39
Ancient History Reviews.....					21	24			21	24	45
English Grammar Reviews.....							12	50	12	50	62
Geography Reviews.....							11	51	11	51	62
Arithmetic Reviews.....							11	53	11	53	64
Algebra Reviews.....					38	33	31	9	59	42	101

INSTRUCTORS
IN THE
B. M. C. Durfee High School

1910—1911

GEORGE FREDERICK POPE, A. M.,
Principal.
Mathematics.

WILLARD HENRY POOLE, A. B.,
Vice-Principal.
Physics and Chemistry.

HANNAH REBECCA DAVIS,
English.

EMILY ELLEN WINWARD,
French.

WILLIAM JOHN WOODS, S. B.,
Mechanics and Drawing.

JAMES WALLIS,
Commercial Department.

GERTRUDE MARY BAKER,
English.

HARRIET ANTHONY MASON SMITH,
French.

ASA ELDRIDGE GODDARD, A. M.,
Mathematics, Astronomy, Geology.

HARRIET TRACY MARVELL, A. B.,
Physiography, Physiology, Geography, Algebra, Arithmetic.

HERBERT MILLER CHACE SKINNER, S. B.,
Mechanics and Drawing.

EUNICE ALMENA LYMAN, A. B.,
History.

SUSAN WILLIAMS STEVENS,
Algebra, German.

* ROBERT REMINGTON GOFF, A. B.,
Algebra and Geometry.

JOHN SMITH BURLEY, Ph. B.,
English.

WILLIAM WILSON GARDNER, A. B.,
English and Mathematics.

LINDA RICHARDSON, A. M.,
History.

ALICE BOND DAMON, A. B.,
Botany and Zoology.

CHARLES FRENCH HOWLAND, A. M.,
Commercial Department.

DAVID EMERSON GREENAWAY, A. B.,
History.

HELEN HATHEWAY IRONS, B. L.,
French and English.

LENA PEASE ABBE, A. B.,
Algebra.

FLORENCE ESTHER LOCKE, A. B.,
German.

HOMER KREPPS UNDERWOOD, A. M.,
Head of English Department.

ALFRED FELTON SMEAD, S. B.,
Mechanics and Drawing.

DAVID YOUNG COMSTOCK, A. M.,
Head of Latin Department.

FREDERICK RAYMOND HUNT, A. M.,
Greek and Latin.

ELIZABETH GENEVIEVE CRANE, A. B.,
English and History.

RALPH MILLARD SMALL, A. B.,
Latin.

EARL MALTBY BENSON, A. B.,
English.

* Absent on account of illness.

HARRIET DAVIS PROCTOR, A. B.,
Substitute in German and Mathematics.

HENRY GUSTAV SHAILER, Ph. B.,
Substitute in Mathematics.

WALTER JOHN TITCOMB,
Vocal Music.

CAPTAIN FREDERICK W. HARRISON,
Military Drill.

SAMUEL N. F. SANFORD,
Secretary and Librarian.

HIGH SCHOOL CADETS.

Captain—Carlton T. Reynolds.

1st. Lieutenant—Everett S. Coldwell.

2nd. Lieutenant—Everett G. Smith.

ATHLETIC ASSOCIATION.

Director for Boys—Charles F. Howland.

Director for Girls—Harriet T. Marvell.

President—Michael E. Reagan.

Secretary—Leon McGrady.

Treasurer—William W. Gardner.

THE FORUM DEBATING SOCIETY.

President—George T. Butler.

Secretary—Arthur H. Reed.

GRADUATING EXERCISES.

CLASS OF 1910.

FRIDAY, JULY 1, AT 9.30 A. M.

IN THE

AUDITORIUM OF THE B. M. C. DURFEE HIGH SCHOOL.

-
1. Overture, "Raymond," *Thomas*
GERMANIA ORCHESTRA.
 2. Chorus,— "Union and Liberty," *Wagner*
CLASS OF 1910.
 3. "Hungarian Fantasia," *Tobani*
GERMANIA ORCHESTRA.
 4. Address.
J. STANLEY BROWN,
PRINCIPAL OF TOWNSHIP HIGH SCHOOL, JOLIET, ILL.
 5. "Punchinello," *Herbert*
GERMANIA ORCHESTRA
 6. Presentation of Diplomas and Davis Medals.
WILLIAM JAMES MARTIN, D. D.
 7. Class Ode. Words by BERTHA VALENTINE BROWNELL.
CLASS OF 1910.
 8. Finale.— "March from Suite," *Lachner*
GERMANIA ORCHESTRA.

CLASS ODE.

Dear Alma Mater,
Helper true and tender,
Now ere we leave thee for life's broader way,
Garlands we bring to thee,
Gladly we sing to thee,
For countless blessings bestowed day by day.

Sweet was our journey through
Thought-lands forever new,
Culling bright blossoms of knowledge and truth;
Now, to the distant grey,
Unknown paths stretch away
Rugged, less guarded than haunts of our youth.

No more we gather here,
Gone is the last glad year
Fragrant with flowers of friendship and joy;
What e'er the future bring,
Still shall we ever cling
To these sweet mem'ries that naught can destroy.

Sadly we yield thee o'er,
Gladly we'd linger more,
In sweet companionship ever to dwell;
But duty calls us now,
To life's demand we bow,
Fond Alma Mater, forever farewell.

—Bertha Valentine Brownell, 1910.

GRADUATES.

CLASS OF 1910.

GENERAL COURSE.

Anderson, Mona Pearl	McGrath, Daniel Francis
Bolen, Theresa Agatha	McKinnon, Agnes
Brightman, Gladys Loraine	Mulveny, Gertrude Harrop
Chace, Lida Beatrice	Murphy, Anna Ellen Frances
Cleary, Jessie Mae	Murphy, Esther Josephine
Cooney, Mary Elizabeth	Murphy, Mary Ellen
Cornell, Emma Church	Murray, Miriam Allen
Crossley, William Cyril	Nicholson, Sadie Wilson
Daley, Loreto Benedict	O'Hearn, Gladys Marion
Davis, Carlton Warren	O'Hearn, Lillian Louise Kearney
Desmond, John Joseph	Olding, Alice Loretta
Dolan, Ellen Bonaventure Cecilia	O'Neil, Loretta Anthony
Durfee, Florence Louise	Palmer, Gertude Mary
Farrell, Judith Frances	Regan, John William
Fregeau, Aime Napoleon	Roe, Charlotte Ethel
Gifford, Mary Chace	Selinger, Lottie Ellen
Goss, Robert Whitmore	Shovelton, Mabel Almy
Harding, George Wilder	Soverino, Sara Augusta
Harrington, Anna Teresa	Smith, Dorothy Emilie Louise
Harrington, Frances Joseph	Smith, Stella Mary
Hart, Alida Frances	Storey, May Josephine
Haskins, Laura Erle	Sullivan, Julia Aileen
Hathaway, Elsie Leona	Sullivan, Louise Dorothy
Howarth, Alice	Walsh, Patrick Henry
King, Hattie Lillian	West, May Chaffee
Leonard, Charles Bradford	Williams, Gertrude
Manchester, Daisy Mary Tabor	Wing, Lester Clinton
McCormick, William Aloysius	Wonson, Richard Lester
	Wood, Anna Gertrude

COLLEGE PREPARATORY COURSE.

Abbe, Frederick Eaton	Giblin, James Vincent
Adams, Jennie May	Homer, Sadie Vickery
Bergeron, Frederic Felix	Leeming, Elsie Gardner
Blackway, Charles Everett	Lincoln, Kenneth Chandler
Brayton, Edith Lillian	MacKay, Helen Grace
Burns, Mabel Mosher	McCreery, Walter Joseph
Collins, Ethel May	Prosser, Viola
Connolly, Olga Tressa	Quirk, Mary Lillian
Crowther, Ruth Frances	Shogam, Isidor
Crowther, Thomas Charles	Shove, Eleanor Copeland
Cummings, James Lawrence	Sprague, Walter Hoff
Farrell, John Thomas	Sullivan, John Francis
Feitelberg, Abraham	Swift, Helen McKelvey
Fielden, Mabel Elizabeth	Yamins, Louis

COMMERCIAL COURSE.

Beller, Esther May	Lockhart, James Hugh
Crossley, Hattie Hazel	Martin, William Harvey
Daley, Joseph Henry	McHale, Rose Ella
Dubitsky, Dorothy	Mullen, Joseph Francis Jr.
Goldstein, Charles	Reed, William Edward
Gotham, Margaret Hannah Helen	Rudd, Addie
Harrison, William Cranshaw	Smith, William
Keefe, Joseph Aloysius	Wexler, Bertha
Whipp, Sarah Adelaide	

TECHNICAL COURSE.

Alderman, Charles Nelson	Fuller, Frank Jr.
Allardice, James Proctor	Gifford, Chester Warren
Bradley, Clifford Edwin	Gottwald, Frederick Joseph
Carey, John Henry	Hart, Stephen Henry
Coffey, Joseph Matthew	Munroe, David Beard
Connelly, Edward Aloysius	Noble, John Wesley Jr.
Drake, Howard Prouty	Norton, Benjamin Joseph
Durfee, Wentworth	Pearce, John Albert Weld
Francis, Charles William	Read, Herbert Hodges Jr.

Certificates for the completion of four years' work are also granted to the following:

Adams, Nellie Edna	Lovell, Mildred Gould
Brownell, Bertha Valentine	McLane, Elfie Leone
Burrell, Fanny	Mitchell, Gladys Mae
Fogwell, Gladys Sybil	O'Hearn, Francis Henry
Hathaway, Alice Borden	Robinson, Ethel Marion
Holman, Marguerite Davol	Shaw, Beatrice Gray
Kennedy, Katherine Lawretta	Wallis, Ruth
Winslow, Marion Buffinton	

The following pupils have been neither absent nor tardy during the entire high school course.

Anderson, Mona Pearl	Francis, Charles William
Blackway, Charles Everett	Harrison, William Cranshaw
Brayton, Edith Lillian	McCreery, Walter Joseph
Collins, Ethel May	McKinnon, Agnes
Connolly, Olga Tressa	Nicholson, Sadie Wilson
Crowther, Ruth Frances	Olding, Alice Loretta
Durfee, Florence Louise	Roe, Charlotte Ethel
Smith, William	

AWARD OF HONORS.

I. GENERAL.

Great Credit—

Brayton, Edith Lillian	Olding, Alice Loretta
Durfee, Florence Louise	Roe, Charlotte Ethel
Harding, George Wilder	Swift, Helen McKelvey
Manchester, Daisy Mary Tabor	Whipp, Sarah Adelaide
Murray, Miriam Allen	Yamins, Louis

Credit—

Blackway, Charles Everett	Selinger, Lottie Ellen
Cummings, James Lawrence	Shove, Eleanor Copeland
Dolan, Ellen Bonaventure Cecilia	Shovelton, Mabel Almy
Drake, Howard Prouty	Smith, Stella Mary
Sullivan, Julia Aileen	

General honors are assigned as follows:—

1. For him to be graduated with great credit, a pupil's yearly marks must be at least three-fourths A's and his other yearly marks must be of such excellence as in the judgment of the faculty shall entitle him to this high distinction.

2. For him to be graduated with credit, a pupil's yearly marks must be at least one-half A's and his other marks must be of such excellence as in the judgment of the faculty shall entitle him to this high distinction.

Special honors are assigned as follows:—

1. High honors are given to pupils whose yearly marks in the particular subject are all A's.

2. Honors are given to pupils who have received but one B, other yearly marks being A.

3. Honors of neither grade are assigned in subjects requiring less than two years in the curriculum, or to any pupils pursuing any subject less than the maximum number of years allotted to it in whatever course it may have been pursued.

II. SPECIAL.

BIOLOGY.

(Two years)

High Honors—

Smith, Dorothy Emilie Louise	West, May Chaffee
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Honors—

Bolen, Theresa Agatha	King, Hattie Lillian
Chace, Lida Beatrice	Mulveny, Gertrude Harrop
Haskins, Laura Erle	Selinger, Lottie Ellen
Howarth, Alice	Storey, May Josephine
Sullivan, Julia Aileen	

BOOK-KEEPING.

(Two years)

High Honors—

Beller, Esther May	Rudd, Addie
Keefe, Joseph Aloysius	Smith, Dorothy Emilie Louise
McCormick, William Aloysius	Whipp, Sarah Adelaide

Regan, John William

Winslow, Marion Buffinton

Roe, Charlotte Ethel

Wood, Anna Gertrude

Honors—

Crossley, Hattie Hazel

Goldstein, Charles

Crossley, William Cyril

Harrison, William Cranshaw

Daley, Joseph Henry

Martin, William Harvey

Dubitsky, Dorothy

O'Hearn, Francis Henry

Gotham, Margaret Hannah Helen Wexler, Bertha

ENGLISH.

(Four years)

High Honors—

Brayton, Edith Lillian

Olding, Alice Loretta

Harding, George Wilder

Swift, Helen McKelvey

Manchester, Daisy Mary Tabor Whipp, Sarah Adelaide

Honors—

Abbe, Frederic Eaton

Roe, Charlotte Ethel

Durfee, Florence Louise

Shaw, Beatrice Gray

FRENCH.

(Two years)

High Honors—

Dolan, Ellen Bonaventure CeciliaRoe, Charlotte Ethel

Durfee, Florence Louise

Selinger, Lottie Ellen

Harding, George Wilder

Shovelton, Mabel Almy

Lockhart, James Hugh

Smith, Stella Mary

Mullen, Joseph Francis Jr.

Soverino, Sara Augusta

Murphy, Esther Josephine

Sullivan, Julia Aileen

Murray, Miriam Allen

West, May Chaffee

Olding, Alice Loretta

Whipp, Sarah Adelaide

Yamins, Louis

Honors—

Adams, Jennie May

Dubitsky, Dorothy

Connolly, Olga Tressa

Harrison, William Cranshaw

Cooney, Mary Elizabeth

Hathaway, Alice Borden

Cummings, James Lawrence

Howarth, Alice

Desmond, John Joseph

MacKay, Helen Grace

Murphy, Anna Ellen Frances

GERMAN.
(Three years)

High Honors—

Swift, Helen McKelvey Yamins, Louis

Honors—

Brayton, Edith Lillian Connolly, Olga Tressa
Collins, Ethel May Shogam, Isidor

GERMAN.
(Two years)

High Honors—

Manchester, Daisy Mary Tabor

Honors—

Harding, George Wilder

GREEK.
(Three years)

Honors—

Cummings, James Lawrence

HISTORY.
(General Course, four years.)

High Honors—

Manchester, Daisy Mary Tabor O'Hearn, Lillian Louise Kearney

Honors—

Durfee, Florence Louise

HISTORY.
(College Preparatory Course, three years.)

High Honors—

Blackway, Charles Everett Hart, Alida Frances
Brayton, Edith Lillian Swift, Helen McKelvey
Yamins, Louis

Honors—

Abbe, Frederic Eaton Feitelberg, Abraham
Farrell, John Thomas Giblin, James Vincent
Quirk, Mary Lillian

LATIN.
(Four years)

High Honors—

Connelly, Olga Tressa Shove, Eleanor Copeland
Durfee, Florence Louise Shovelton, Mabel Almy

Manchester, Daisy Mary Tabor	Swift, Helen McKelvey
Murray, Miriam Allen	Yamins, Louis

Honors—

Cummings, James Lawrence	Dolan, Ellen Bonaventure Cecilia
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MATHEMATICS.

(Four years)

High honors—

Blackway, Charles Everett	Olding, Alice Loretta
Brayton, Edith Lillian	Shove, Eleanor Copeland
Cummings, James Lawrence	Shovelton, Mabel Almy
Harding, George Wilder	Swift, Helen McKelvey
Murray, Miriam Allen	Yamins, Louis

Honors—

Dolan, Ellen Bonaventure Cecilia Quirk, Mary Lillian	
Howarth, Alice	Selinger, Lottie Ellen
Prosser, Viola	Smith, Stella Mary

MECHANICS.

(Four years)

High honors—

Coffey, Joseph Matthew	Hart, Stephen Henry
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MECHANICAL DRAWING.

(Four years)

High honors—

Hart, Stephen Henry

SHORTHAND AND TYPEWRITING.

(Two years)

High honors—

Dubitsky, Dorothy	Harrison, William Cranshaw
	Whipp, Sarah Adelaide

Honors—

Beller, Esther May	Mullen, Joseph Francis Jr.
Keefe, Joseph Aloysius	Smith, William

DAVIS PRIZE MEDALS.

— Awarded to the pupils attaining the highest general record in scholarship, deportment, attendance and punctuality during the senior year.

Olding, Alice Loretta	Whipp, Sarah Adelaide
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AUTOGRAPH PRIZE.

Brownell, Bertha Valentine

HOLDERS OF ALUMNI SCHOLARSHIPS FOR 1910—1911

Mary B. Young Scholarship, \$200 Anna Gertrude McCarty, 1907
 John S. Brayton Scholarship, \$200 Edith Frances Coolidge, 1909
 James Madison Morton, 3d., Scholarship, \$250,
 Walter Chadwick Nelson, 1908
 No. 1 Scholarship, Income of \$4,100,
 James Lawrence Cummings 1910
 Class of 1882 Scholarship, (Assigned to the descendents of
 the class).
 Divided between Clarence Charles McCreery, 1907
 and Harold Borden Bliss, 1907
 Special grant of \$125 to Mary Tabor Manchester, 1910, for one year.

COURSES OF STUDY IN THE

B. M. C. Durfee High School.

Four courses of study, each of four years, are offered, namely:

1. THE GENERAL COURSE. In this course, certain studies are prescribed, but the pupil may make up the remainder of the required hours from a wide range of elective studies. Pupils who do not intend to enter college, but who desire a good general education, are advised to take this course. It is also the course advised for pupils who intend to enter a state normal school or the city normal training school for teachers.
2. THE COLLEGE PREPARATORY COURSE. This course is designed especially for pupils fitting for col-

lege. It is necessarily, in many respects, a difficult course.

3. **THE TECHNICAL COURSE.** This course offers a combination of the ordinary high school studies with practical work in the use of tools and machines, together with a complete course in mechanical drawing, technical drafting, and free-hand drawing.

It is intended for boys preparing for a technical school such as the Lawrence Scientific School, the Massachusetts Institute of Technology or the Worcester Polytechnic Institute. It is also intended for boys who will probably enter at once, after graduation from the High School, upon some industrial pursuit.

4. **THE COMMERCIAL COURSE.** This course is designed to prepare pupils for business pursuits. Besides training for the more technical demands of business life, it furnishes opportunity for general culture through the study of literature, history, science, and modern language.

COURSE OF STUDY.

GENERAL.

FIRST YEAR.	SECOND YEAR.	JUNIOR YEAR.	SENIOR YEAR.
Required Studies.	Required Studies.	Required Studies.	Required Studies.
English composition and literature (4)	English composition and literature (4) and <i>three</i> of the following	English composition and literature (4) and <i>three</i> of the following	English composition and literature (4) and <i>four</i> of the following
English history (4) Algebra (4) and <i>one</i> of the following	Elective Studies.	Elective Studies.	Elective Studies.
Elective Studies.	Latin continued (4)	Latin continued (4)	Latin continued (4)
Latin (4)	French or German (4)	French or German begun, or continued (4)	French or German continued (4)
Book-keeping (4)	General history (4)	English history (4)	American history and civil government (4)
Physiography (4)	Plane geometry (4)	Physics (4)	Chemistry (4)
	Book-keeping continued (4)	Botany (4)	Zoology (4)
	Physiology and hygiene (4)		{ Astronomy, 1st half year (4) Geology { 2nd half-year (4)
			Review of algebra and plane geometry (4)
			Review of arithmetic, English grammar, and geography (4)

COURSES OF STUDY.

COLLEGE PREPARATORY.		TECHNICAL COURSE.		COMMERCIAL.
English (4) Latin (5) Algebra (5) English history, 1st hf. yr. } (4) Greek history, 2nd hf. yr. }		English (4) English history (4) Algebra (4) Mechanics (4) Mechanical drawing (3)		English (4) Book-keeping (4) Pennmanship (2) Arithmetic (2) Algebra (4)
English (3) Latin (5) Greek or German (5) Plane geometry (4) Roman history (2)		English (4) Plane geometry (4) French or General history (4) Mechanics (4) Mechanical drawing (4)		English (4) Book-keeping (4) Pennmanship (2) Com. geography (2) Geom. or Ger. or French or med. and mod. hist. (4)
English (3) Latin (5) Greek or German (5) French (5) Review of ancient history (2)		English (4) Physics (4) French or German or American history and civil government (4) Mechanics (5) Mechanical drawing (4)		English (4) Shorthand (4) Typewriting (4) Physics or German or French or American history and civil government (4)
Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.				
English (4) Latin (5) Greek or German (5) Expert, physics (5) or French (4) French continued (5) Review of algebra and plane geometry (5)		English (4) Chemistry (4) Astronomy and geology (4) Mechanics (5) Mechanical drawing (4)		Commercial English (2) English or chemistry (4) Shorthand (4) Typewriting (4) Commercial law (4)
Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.				

NOTES.

1. The figure in parenthesis after each study indicates the number of recitations or exercises a week in the study.

2. One exercise every alternate week in chorus singing is required of all pupils in the High School.

3. Pupils who desire to study physics should previously study algebra and plane geometry.

4. One elective or alternative study rather than another, must be chosen subject to possible unavoidable conflicts in the schedule of daily recitations.

5. All candidates for a diploma on completion of the General Course, must satisfactorily complete all the *required* studies of the course and a sufficient number of the elective studies to make a total of sixteen weekly periods of prepared recitations; except in the fourth year, where a total of twenty weekly periods of prepared recitations is required.

6. Pupils in the College Preparatory Course are allowed five years, instead of four, for completing the course, if parents make such requests in writing and show cause, in which case a smaller number of studies is pursued each year.

7. The right of declining to form a division of pupils in an elective or alternative study is reserved, unless there be at least twenty-five applicants in the first year class, twenty in the second year class, fifteen in the junior class and ten in the senior class; and no divisions separate from under graduates will be formed for graduate pupils.

TEXT BOOKS
USED IN THE HIGH SCHOOL.

GREEK. Goodwin's Greek Grammar; Woodruff's Greek Composition; Collar and Daniell's Greek Composition; White's First Greek Book; Morse's First Greek Reader; Goodwin and White's Xenophon's Anabasis; Goodwin's Selections from Xenophon and Herodotus; Manatt's Xenophon's Hellenica; Seymour's Homer's Iliad; Perrin's Homer's Odyssey; Liddell and Scott's Greek Lexicon.

LATIN. Allen and Greenough's Latin Grammar; Harkness's Latin Grammar; White's Latin Lexicon; Collar and Daniell's Beginner's Latin Book; Daniell's New Latin Composition; Collar's Practical Latin Composition; Harkness's Latin Composition; Allen and Greenough's Cæsar; Collar's Cæsar Book II; Scudder's Sallust; Comstock's Virgil; Greenough's Virgil; Frieze's Virgil; Bennett's Cicero; Allen and Greenough's Cicero; Harper and Gallup's Cicero; Allen and Greenough's Ovid; Lindsay's Nepos; Rolfe's Viri Romæ; Jerram's Anglice Reddenda; Collar's New Gradatim; Harper's Latin Dictionary; Ginn's Classical Atlas; Collar's Aeneid, Book VII.; Peck's Ovid.

FRENCH. Brooks' Chardenal's Complete French Course; Blouet's Primer of French Composition; Larousse's Grammaire Francaise; Bronson's Exercises in Everyday French; Gouin's Séries Domestiques et Champetres; Fraser and Squair's French Grammar; Bruce's Grammaire Francaise; Blouet's Class Book of French Composition; Cassell's French Dictionary;

Gasc's French Dictionary; Mérimée's Colomba; Sandeau's Mademoiselle de la Seiglière; Lamartine's Jeanne d'Arc; Feuillet's Roman d'un Jeune Homme Pauvre; Souvestre's Un Philosophe sous les Toits; Dumas' La Tulipe Noire; Racine's Athalie; Corneille's Le Cid Polyeucte; Moliere's L'Avare; Souvestre's Au Coin du Feu; La Fontaine's Fables; Daudet's Le Siège de Berlin; Labiche and Martin's Le Voyage de Monsieur Perrichon; Halévy's L'Abbé Constantin; Guerber's Contes et Légendes, vols. I and II; Malot's Sans Famille; Lesage's Gil Blas; Contes Choisis par Guy de Maupassant; Bréte's Mon Oncle et mon Curé.

GERMAN. Grammars: Vos' Essentials of German, Collar's Shorter Eysenbach, Joynes-Meissner; Harris's Materials for Translation; Koehler's German Dictionary; Stern's Studien und Plaudereien; Van der Smissen's Grimm's Maerchen; Allen's Herein; Hauff's Das Kalte Herz; Novelletten-Bibliothek; Lessing's Minna von Barnholm, Nathan der Weise; Schiller's Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke, Wallenstein, Maria Stuart, Der Neffe als Onkel; Goethe's Dichtung und Wahrheit Hermann und Dorothea, Egmont, Iphigenie auf Tauris; Heine's Harzreise; Chamisso's Peter Schlemihl; Freytag's Aus dem Staat Friedrichs des Grossen, Die Journalisten; Aus dem Jahrhundert des Grossen Krieges; Riehl's der Fluch der Schoenheit; Jensen's Die Braune Erica; Paul's Er Muss Tanzen; Benedix's Die Hochzeitsreise; Jungman's Er sucht einen Vetter; Gerstacker's Germelshausen; Guerber's

Maerchen und Erzaehlungen; Baumbach's Der Schwiegersohn; Stern's Geschichten von Rhein; Episoden von Hacklaender's Wachtstubenabenteurer; Vilmar's or Kluge's Geschichte der deutschen National Literatur; Wilbrandt's der Meister von Palmyra; Auerbach's Brigitta; Lohmeyer's Geissbub von Engenberg; Storm's Immensee; Kayser and Montesser's Brief German Course; Dippold's Scientific German Reader; Campe's Robinson der Jungere; Bacon's Im Vaterland

ENGLISH. Reed and Kellogg's English Grammar; Maxwell's Advanced English Grammar; Maxwell and Smith's Writing in English; Brooks and Hubbard's Composition-Rhetoric; Sykes' Elementary English Composition; Palmer's Self-Cultivation in English; Frink's New Century Speaker; Davis and Bridgman's Brief Declamations; Halleck's English Literature; Matthew's Introduction to American Literature; Worcester's School Dictionary; Webster's New International Dictionary; annotated editions of the English classics, selected from the list of Ginn & Co., Maynard, Merrill & Co., Heath & Co., Houghton Mifflin Co., Harper Bros., Allyn & Bacon, The Macmillan Company, Longmans, Green & Co., Scott, Foresman & Co., G. P. Putman's Sons, T. Y. Crowell & Co., the American Book Co., and Educational Publishing Co.

HISTORY. Allen's Short History of the Roman People; Botsford's History of Greece; Botsford's History of Rome; Creighton's History of Rome; Fyffe's History of Greece; Ginn's Plutarch's Lives;

How and Leigh's History of Rome; Leighton's History of Rome; Myer's History of Greece; Oman's History of Greece; Robinson's Short History of Greece; West's Ancient History; West's Ancient World; Adam's European History; Colbeck's Public Schools Historical Atlas; Andrew's English History; Gardiner's A Student's History of England; Higginson and Channing's English History for Americans; Tappan's England's Story; Ashley's American History; Hart's Epochs of American History (Three parts, namely: Thwaite's The Colonies; Hart's Formation of the Union; Wilson's Division and Reunion); Andrew's Manual of the Constitution; Emerton's Introduction to the Middle Ages; Emerton's Mediæval Europe; Fiske's Civil Government; Gilman's Story of Rome; Ginn and Company's Classical Atlas; Goodrich's Topics on Greek History; Goodrich's Topics on Roman History; Harrison's Story of Greece; Johnston's American Politics; Liddell's History of Rome; Longman's Summary of English History; Mahaffy's Old Greek Life; Manual of the General Court of Massachusetts; Martin's Civil Government; Merivale's General History of Rome; Montgomery's The Leading Facts of English History; Montgomery's Student's American History; Myer's Mediæval and Modern History; Nordhoff's Politics for Young Americans; Robinson's First History of Rome; Schwill's History of Modern Europe; Scribner's The American History Series (four parts, namely: Fisher's The Colonial Era; Sloane's The French War and the Revolution; Walker's The Making of the Nation; Burgess' The Middle Period); Sheldon's

American History; Silver, Burdett and Company's Excelsior Elementary Atlas; Smith's History of Greece; Thatcher and Schwill's Europe in the Middle Ages. Ivanhoe Historical Note Books and Maps.

POLITICAL ECONOMY. MacVane's The Working Principles of Political Economy; Bullock's Introduction to the Study of Economics.

PSYCHOLOGY AND ETHICS. Baker's Elementary Psychology; Buell's Essentials of Psychology; Ladd's Primer of Psychology.

ALGEBRA. Atwood's Standard School Algebra; Bradbury and Emery's Algebra; Wentworth and Hill's Exercise Manual in Algebra; McCurdy's Exercise Book in Algebra; Wells' Academic Algebra; Wells' First Course in Algebra; Wentworth's Elementary Algebra; Hawkes, Luby, and Touton's First Course in Algebra.

GEOMETRY AND TRIGONOMETRY. Schultze and Sevenoak's Plane Geometry; Pettee's Plane Geometry; Wentworth and Hill's Examination Manual in Geometry; Phillip's and Fisher's Elements of Geometry; Estill's Numerical Problems in Geometry; Wentworth and Hill's Exercise Manual in Geometry; Wentworth's Plane and Spherical Trigonometry; Wells' Logarithmic Tables; Jones' Logarithmic Tables; Syllabus of Propositions in Geometry; Wells' Essentials of Plane and Solid Geometry; Shutts' Plane and Solid Geometry.

PHYSICS. Hall and Bergen's A Laboratory Course in Physics; Hoadley's Physics; Snyder and Palmer's One Thousand Problems in Physics; Avery's School

Physics; Gage's Principles of Physics; Nichol's Outline of Physics; Goodeve's Principles of Mechanics; Everett's System of Units; Stewart and Gee's Elementary Physics; Jones' Examples in Physics; Wentworth and Hill's A Text Book of Physics; Professor Everett's Deschanell's Natural Philosophy.

CHEMISTRY. Bradbury's Elementary Chemistry; Newth's Elementary Chemistry; Newell's Experimental Chemistry; Freer's Elementary Chemistry; White's Elementary Chemistry; Watt's Fowne's Elementary Chemistry; Eliot and Storer's Elements of Chemistry; Shepard's Chemistry; Reychler's Outline of Physical Chemistry; Brownlee's First Principles.

BIOLOGY. Davenport's Domesticated Animals and Plants; Burkett, Stevens and Hill's Agriculture for Beginners; Hodges' Civic Biology.

BOTANY. Coulter's Text Book of Botany; Coulter's Analytical Key; Gray's New Manual of Botany; Gray's Lessons in Botany; Spaulding's Introduction to Botany; Atkinson's Elementary Botany; Britton and Brown's Illustrated Flora; MacDougal's Elementary Plant Physiology; Conn's Bacteria, Yeasts and and Molds.

ZOOLOGY. Davenport's Introduction to Zoology; Jorden and Kellogg's Animal Life; Colton's Practical Zoology; Linville and Kelley's Text Book of Zoology; Galloway's Text Book of Zoology; Holmes' Biology of the Frog; Hornaday's American Natural History; Orton's Comparative Zoology; De Montmahan and Beauregard's Zoology; Buckley's Winners in Life's Race and Life and Her Children.

PHYSIOLOGY. Martin's Human Body, Briefer Course.

ASTRONOMY. Young's Revised Lessons in Astronomy.

GEOLOGY. Norton's Elementary Geology; Tarr's Elementary Geology.

PHYSIOGRAPHY. Davis' Physical Geography; Gilbert and Brigham's Physical Geography; Salisbury's Physiography for High Schools; Tarr's Elementary Physical Geography; Mill's Realm of Nature.

COMMERCIAL BRANCHES. Moore and Miner's Business Arithmetic; Williams and Rogers' Modern Illustrative Banking; Belding's Commercial Correspondence; Williams and Rogers' Modern Illustrative Book-keeping; Williams and Rogers' Complete Book-Keeping; Adams' Commercial Geography; Tilden's A Commercial Geography; Loomis' Spelling and Letter Writing; Lyons' Commercial Law; Pen-written Copies; Mills' Modern Business Penmanship.

REVIEW OF ENGLISH STUDIES. Smith's Arithmetic; Wentworth's High School Arithmetic; Wentworth and Hill's Examination Manual in Arithmetic; Reed and Kellogg's Higher Lessons in English; Dodge's Advanced Geography; Redway's Natural Advanced Geography; Tarr and McMurry's Advanced Geography.

MUSIC. Tufts' The Cecilian Series of Study and Song, Book IV; Tufts' The Euterpean; Silver Song Series No. 24.

GRADUATES OF THE HIGH SCHOOL OF THE CLASS OF 1910
ENTERING COLLEGES OR PROFESSIONAL SCHOOLS.

BROWN UNIVERSITY—

Charles E. Blackway.
James L. Cummings.
Abraham Feitelberg.
Daisy M. T. Manchester.
James V. Giblin.
John W. Regan.
Isidor Shogam.
Stella M. Smith.
Walter H. Sprague.
May C. West.
Cyril Smith (Class of 1907.)
Jennie Cook (Class of 1909)

HARVARD UNIVERSITY—

Frederic E. Abbe.

OBERLIN COLLEGE—

Helen McK. Swift.

SIMMONS COLLEGE—

Helen G. Mackay.

UNIVERSITY OF NEW MEXICO—

David B. Munroe.

WELLESLEY COLLEGE—

Edith L. Brayton.
Eleanor C. Shove.

WILLIAMS COLLEGE—

Kenneth C. Lincoln.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY—

George W. Harding.

WORCESTER POLYTECHNIC INSTITUTE—

James P. Allardice.
John J. Desmond.

Howard P. Drake
John A. W. Pearce.

BOSTON UNIVERSITY LAW SCHOOL—
Frederic F. Bergeron.
Thomas C. Crowther.

LAW DEPARTMENT OF HOWARD UNIVERSITY—
William H. Martin.

JEFFERSON MEDICAL COLLEGE—
William C. Crossley.
John F. Sullivan.

TUFTS MEDICAL SCHOOL—
Francis J. Harrington.
William A. McCormick.
Patrick H. Walsh.

TUFTS DENTAL SCHOOL—
Aime N. Fregeau.
Joseph F. Mullen Jr.

GRADUATES OF THE HIGH SCHOOL OF THE CLASS OF 1910
ENTERING NORMAL SCHOOLS.

BRIDGEWATER NORMAL SCHOOL—
Mary E. Cooney.
Ruth F. Crowther.
Mary C. Gifford.
Anna T. Harrington.
Alida F. Hart.
Sadie V. Homer.
Walter J. McCreery.
Mary E. Murphy.
Sadie W. Nicholson.
Lillian L. K. O'Hearn.
Charlotte E. Roe.
Lottie E. Selinger.
Gertrude Williams.

FALL RIVER TRAINING SCHOOL—

Theresa A. Bolen.
Olga T. Connolly.
Loreto B. Daley.
Ellen B. C. Dolan.
Florence L. Durfee.
Judith F. Farrell.
Gertrude H. Mulveny.
Anna E. F. Murphy.
Alice L. Olding.
Loretta A. O'Neil.
Mabel A. Shovelton.
May J. Storey.
Julia A. Sullivan.

WESTFIELD NORMAL—

Louise D. Sullivan.

REPORT OF THE PRINCIPAL
OF THE
Normal Training School.

Mr. Everett B. Durfee, Superintendent of Schools.

The overcrowded condition of the normal department of the school, the need of a longer course so that the pupil-teacher may have more time to observe and to take the work in practise more slowly, and the need of another teacher to work in the normal department have all been discussed in previous reports and have been favorably considered by previous committees. I trust that soon, as an outcome of discussion and consideration, we may have more help and more room.

In the training classes, the most discouraging study we have to consider with the pupil-teachers, is the subject of English. Their studied written English is, in the main, correct, but it is the quick speech and the exposition, written on demand, that show how little power to express and record they have.

You are aware of this I know, and we know full well that it is not the fault of any one school. If it lies anywhere, I think it may be in the false conception that is given children in the lower grades, when success in spelling means to them the power to write correctly

a number of words studied by them a few hours or a day previously; or when language work means to them the copied work or the making of detached sentences.

As an incentive to more careful work in this subject, I would recommend that, in the future, all entrance examination papers, except those in mathematics, be given two marks, one for correct expression and one for subject matter. I would like to continue to use this system in marking the pupil-teachers throughout their course in this school. In this way more prominence will be given to the most important subject in the curriculum and the pupil-teachers will come to understand better its importance.

Today the schools of the city are being recruited chiefly from graduates of this school. There have been graduated in the fourteen years of my principalship over two hundred and twenty-five teachers. Of this number more than one hundred and seventy-five are still teaching in the primary and grammar grades of this city. Thus it is that of the teachers enrolled in the schools, two-fifths are graduates of this school. Pursuing the inquiry further I find that of the twenty-two assistant-principals twelve are graduates of this school.

If, as I have pointed out, the graduates of the Training School are to fill many and important places in the teaching corps of the city, it is necessary that this school should be in close touch, not only with the needs of the teaching profession in general, but also with the needs of those who are to become teachers

in our own city schools. It is necessary that the ideals and aims of this school should be those of the great city system, in which so many of the graduates are to carry out the lessons learned here.

Through constant intercourse with state normal schools by study and reading the teachers here have tried to become conversant with the ideals and aims of the profession and to show to the young teachers the importance of preparation for it and of doing honest thorough work when they shall go to teach in other schools of the city. These teachers know how needful it is that the young woman shall grow to respect the profession she is to enter.

So it is with discouragement we hear the practices of this school decried by some in authority in the other schools; when, for instance, the practice of staying after school to help the slower children is forbidden or the young teacher is advised that she is not paid for more than the prescribed school hours of work.

Now this does a threefold harm. Not only does it discountenance the school which has taught that the slower third of a class must be helped and encouraged by the almost individual instruction it can receive before and after school; not only does it thereby retard the progress of the children but, more seriously still, it often causes the young teacher to take the step downward to the level held by so many workers who have no professional standing to maintain.

There is no other profession in the state that requires so little time in preparation, and, on the other hand, there is no profession in which the members

entering upon it begin to earn so soon an assured salary. So much the more, then, should we be willing to be judged by results and to make them as fine as they ought to be regardless of time and effort.

Owing to the small number of pupil-teachers in the class of 1910, Miss Gertrude Hurley, a graduate of the school was made substitute teacher in charge of one of the rooms. She did very acceptable work. This fall she has been returned again to us for work with special classes.

For the Memorial Day exercises this year we were gratified to have with us Judge John J. McDonough, who gave an impressive talk on the lessons of the day.

Mr. Comstock, of the High School, has kindly given two talks, one to the seniors on Pompeii, and one to the school at the Columbus Day celebration. Both were entertaining and instructive.

In February, the annual Mothers' Meeting was held with the usual attendance. The mothers were pleasantly entertained by the graduates and seniors of the school with music and recitations. Home and school are brought near together through these delightful evenings.

In April the class of 1910 presented to the school a cast, Cupid with Bow, to be placed in one of the rooms. Miss Graham, class president, made the presentation and we all enjoyed at the same time the reception given by the seniors to the juniors.

Statistics in regard to the school are as follows:

Number of pupil-teachers enrolled during year,	53
Number of pupil-teachers graduated in June,	11
Number of pupil-teachers admitted in September,	20
Number of pupil-teachers in senior class,	17
Number of pupil teachers in junior class,	25
Number of half days absence by pupil-teachers,	272
Number of half days substituting by pupil-teachers,	304
Number of visitors,	342

Respectfully submitted,
ANNA W. BRALEY,
Principal.

NORMAL TRAINING SCHOOL.
PUBLIC EXERCISES OF GRADUATION
in the
Auditorium of the B. M. C. Durfee High School.

Music,

HIGH SCHOOL ORCHESTRA

Chorus, "Welcome, Pretty Primrose,"

Ciro Pinsuti

Address, "Educational Currents."

PROF. ROXANA H. VIVIAN,
Wellesley College.

Presentation of Diplomas,

EVERETT B. DURFEE, SUPERINTENDENT OF SCHOOLS.

Chorus, "Lovely Night, O Tender Night,"

J. Offenbach

GRADUATING CLASS.

Mary Jane Stewart Bates

Margaret Mary Clarkson

Gertrude Mary Graham

Bessie Bernice Harrison

Edith Mildred Harrison

Angela Gertrude Honan

Genevieve Brice McKenna

Lena Eugenie McMahon

Annie Elizabeth Nestor

Margaret Emma Sullivan

Alice Fanny Wild

REPORT OF THE Supervisor of Drawing.

Mr. Everett B. Durfee, Superintendent of Schools.

The progress that has been made in the art work in our schools during the past few years is very encouraging. The aim has been to treat the subject not only from the educational side but also from the aesthetic and the practical, and we have so far succeeded in this aim that the pupils now feel it an essential element in their work.

The instructions given during the drawing periods are of such a nature as to prove helpful to the child in developing power for better self-expression and in making him an independent thinker and worker. The work in the grammar grades is carried along on the foundation laid in the primary department and shows a regular advance over the primary work.

The teachers have availed themselves of every opportunity offered for self betterment in the work and have assisted greatly in the improvement of this department in our schools.

I would suggest that provision for a high school course in Art be considered. I feel that every high school pupil ought to have the advantage of at least one year of training in this work with the privilege of two years if desired.

In my last report I wrote that I had the largest number of schools under the supervision of any one Supervisor of Drawing in New England, and as three

new schools are to be opened I ask that two assistants be given me, one to devote all the time to the high school work and one to assist in the primary grades, thus enabling me to give more thorough attention where it might be needed.

I would suggest a course of cardboard construction be added to our outline as Manual Training is soon to be introduced, as this could be carried on by the boys while the girls are sewing.

The Training Class work is planned to fit the students to teach in all grades. They are prepared by theory, observation of model lessons, demonstration and practical training. Great stress is laid upon blackboard drawing as one of the greatest factors in creating interest and as the most direct and practical way to produce a permanent impression upon a child's mind.

We have been using new Art Text Books in the Normal School and have found them to be of so great value, that I hope the Drawing Committee will see fit to furnish a set for every school.

Once more I ask for better accommodations for the Free Hand Evening Drawing School. I hope the Committee will try to find permanent quarters in the new high school.

I wish to express my thanks to the teachers for their untiring and hearty co-operation at all times and to the Superintendent of Schools for his helpful interest.

Respectfully submitted,

WILLIAM E. BRALEY,

Supervisor of Drawing.

REPORT OF THE Supervisor of Music.

Mr. Everett B. Durfee, Superintendent of Schools.

In compliance with your request I am pleased to present my annual report.

In the first nine grades we have experienced no serious interruptions during the past year, and consequently it has been possible to secure favorable results in nearly all these grades. Since the beginning of the September term, we have made a slight change in the interval singing of the first and second grades by introducing a higher key for this drill work. I have always endeavored to teach children to use a light and easy quality of tone in singing, and it is in hope of securing better results in this direction that the change has been made, it being generally conceded that the use of the upper tones of children's voices is more conducive to proper quality than the lower. In some schools I have visited it is customary to give a little time to mere vocal drill; with young children this avails little, for if pupils are not carefully watched and compelled to correct every mistake in tone during the rest of the lesson, the quality will be poor in spite of the vocal drill. In our schools no time is given to such drill, but as far as possible we aim to have scales, intervals, exercises and songs rendered with the correct quality, endeavoring to teach the children not only to *use*, but to *love* and *appreciate* good tones.

No useless time is spent in learning the answers to a long list of questions that might easily be asked regarding the notation of music, but with the exception of learning a few fundamental points, the chief portion of the time is devoted to actual singing, in which the pupils take greater pleasure, and from which they derive more benefit than from memorizing facts about music.

Not long since my attention was called to an item in an educational paper, in which the writer advocated doing away with a large part of practise work in drawing in the schools, and substituting the study of pictures, works of art etc.; he also advocated the abolishing of scale and exercise singing, in fact all except song singing; he would substitute therefor the study of music through the ear only, using self-players for this purpose. It seems very desirable that people should learn to listen to music and to appreciate what is heard, and for older pupils or even those of grammar or intermediate school age, the wise use of good self-players can be made especially helpful in this direction, but in view of the natural self activity of the child and his desire to "do things", it seems to me incorrect to deprive the pupil of the opportunity to "learn by doing," and substitute therefor learning by *not* doing; we should welcome all these musical inventions as a means of helping us to go further in our study of music rather than of abbreviating it.

Owing to the large number of buildings to be visited it is impossible for me to give as much time

to any one as is really needed; especially is this true in the high school where the only music lessons are these given by the Supervisor; this, together with the very crowded condition of the school, tends to produce unsatisfactory results and emphasizes the need of an assistant.

Our training school continues to do valuable service in preparing teachers for the music work, although (owing to lack of time) the instruction and preparation cannot be complete. Occasionally a person enters the school who is unable to reap the full benefit of the instruction given, because of insufficient previous preparation, but this is not true of the large majority. A Boston teacher was recently commenting on the inability of many new teachers to teach the music, and expressed the idea that all Normal Schools should at least require every graduate to sing through the music of some school course. In the Osborn Normal Training School the pupil teachers are required to sing a large portion of the music used in our primary, intermediate and some of the grammar grades, and also study methods of teaching the same; in addition to this, opportunity is given for actual practice with pupils.

To all who have co-operated so heartily in the work, I wish to express my sincere appreciation of the excellent service rendered. I thank you, Mr. Superintendent, for your continued interest and efforts to promote the work in which I am engaged.

Respectfully submitted,

W. J. TITCOMB.

Supervisor of Music.

REPORT OF THE Supervisor of Reading.

Mr. Everett B. Durfee, Superintendent of Schools.

School reading is generally thought of as meaning nothing but reading aloud. This idea is so prevalent and deep-rooted that, when we want to know whether a child understands what he is reading, or catches the meaning of a lesson, we ask him to read it aloud. The practice has been to teach children to read aloud even before they have been trained by silent reading to get the thought of a lesson. This method is no doubt the chief cause of poor oral reading. The child becomes careless and indifferent about his reading because he has no ability to get the thought from the printed page. Earnest teachers realizing that the ability to get thought from print rapidly and accurately is the foundation of good oral reading, are laying greater emphasis on silent reading. Even in the primary grades this idea is being applied to the daily work, and has led to the adoption of many new methods in teaching. In the schools of a neighboring city they are now comparing and testing the merits of three methods of reading, the Aldine Method, The Progressive Road to Reading and The Ward Method. The underlying thought in all these is the attempt to teach children to read independently.

In the lower primary grades, after the lesson has once been read aloud, the children re-read it silent-

ly at their seats. Then several children take turns in reading the whole lesson aloud to the class, while the others pay close attention to the lines read. The whole class is sent to the blackboard to write from memory words which occur in their reading lessons. In schools where this is the daily practice the children show gain in the power to write many simple words correctly, quickly and legibly. The ability to make such rapid mental pictures of words should make children good spellers.

In the early fall at grade meetings of the teachers it was suggested that more time be given to silent reading or the getting of the thought from the reading lesson, and less time to oral reading. In a lesson, say of thirty minutes, twenty minutes might be spent in questioning for the thought, in *lightening* up unfamiliar words and phrases, and in the reading of expressive bits here and there by the teacher and the pupils; the remaining ten minutes might then be given to oral reading. It was also suggested that it would be well for each child, beginning with the first grade, to know at least three short stories, and that opportunities might be given to the children to tell these stories in clear, distinct tones. The poems taught in the grades were talked over and changes suggested by the teachers were made. Books for the children to read and books for the teachers to read to the children were mentioned. In the grammar grades, the teachers were urged to encourage their pupils to take books from the Public Library and to allow the children to read chapters from them to their

classmates. In this way the teachers could get in touch with what the children like to read and could also suggest to them books worth reading.

Following out the suggestions at grade meetings many of the teachers have taken the whole of one reading period for the silent reading, requiring the children to read aloud only the conversational and picturesque paragraphs. Many interesting and satisfactory lessons have been given by following this plan. The children in one class chuckled over *Rip Van Winkle*, and volunteered criticisms of Rip and his wife, and also asked pertinent questions about situations. In another class, while reading about *The Gorgon's Head*, a little boy in the fifth grade exclaimed, "My, it makes your heart beat, doesn't it!" In another class, the chapter about *The Eye* in the Gulick series led to questions from the children and statements of what they knew about the eye. These were voluntary statements. Again, *How the Charter was Saved* drew questions and opinions from the children that the oral reading of a lesson never could have suggested.

In this work, as in all the other lessons where the classes are large, half or three-fourths of the children take an active part, while the remaining children find it difficult to keep up with their classmates. Where the classes are smaller, however, the teacher is able to reach every child.

In all the grades, beginning with the fifth, vocal drills have been given to help the children to acquire better tones, and to help them to speak with clearness and distinct articulation. Children, however,

do not realize that an erect carriage of the body, and right breathing are essential for good tones. These should be taught to them during their gymnastics. Here again, with large classes, it is difficult for the teachers to reach all the pupils.

In previous reports I have spoken about the need of two more primers in the lowest grade. I should like to speak of this need again, and should like also to suggest that more prose matter is needed in some of the eighth and the ninth grades. Many of the teachers in those grades have some of the books that remained in their rooms when the *circulating library* was discontinued; in other schools those books have gone to pieces. For instance, some of the pupils in the ninth grade are reading *Tales from Shakespeare*; some are reading from *Masterpieces of American Literature*, and so forth; others are reading only from *Julius Cæsar* and *The Merchant of Venice*; and others still from old reading books. A good list of supplementary reading is needed in all the grades of the schools. New and up-to-date books are always an inspiration to both the pupils and the teachers; then, too, these books help to keep teachers and pupils abreast of the times and add joy to the work in the school-room.

I am deeply grateful to the teachers for their hearty cooperation, and to the Superintendent and the School Committee for their sympathy and encouragement.

Respectfully submitted,

MARGARET T. HURLEY.

Supervisor of Reading.

REPORT OF THE
Supervisor of Sewing.

Mr. Everett B. Durfee, Superintendent of Schools.

In these days of sewing machines and ready made garments, it would seem, at first sight, that the teaching of sewing in the public schools was unnecessary but, when the repairing of garments and the making of household articles are considered, a knowledge of the use of the needle in what is commonly termed "plain sewing" is invaluable to the economics of the family.

During the period that instruction in sewing has been given to the girls of the fourth, fifth, sixth and seventh grades in our public schools, the point in view has been and continues to be, not to make dressmakers or even seamstresses, but to teach each girl before she reaches the eighth grade all the stitches necessary in plain sewing, and how to use them in patching, hemming, darning, gathering, sewing on hooks and eyes, also buttons, putting on bands, making button holes and other things necessary in plain sewing, for we realize that power to do lies in the ability to apply knowledge acquired.

The outline of work is practically the same as that of last year, with the slight changes that seemed advisable; the time allowed also remains the same, one-

half hour a week in the fourth and fifth grades, and three-quarters of an hour in the sixth and seventh grades.

There are two thousand seven hundred and twenty-nine girls receiving instruction in this branch under the direction of six teachers.

In September Elizabeth B. Ward, a graduate of the Fitchburg Normal School, was added to the corps, thereby greatly facilitating the work.

The teachers in this department have been faithful in the discharge of their duties and the increase of salary has been an incentive to added interest in their work.

I would recommend that in the prospective Administration Building on Anawan Street, one room be set apart for the use of the supervisors in our public schools.

The department of sewing would greatly appreciate the use of such a room where meetings could be held and matters pertaining to the interest of the work be discussed.

We feel that this department is greatly indebted to Miss Susan H. Wixon for her deep interest in the advancement of this branch of manual training among the girls in our public schools.

We would thank the teachers, in whose grades sewing is taught, for the support and kind interest shown this department during the year.

Respectfully submitted,

ALICE M. RUSSELL,

Supervisor of Sewing.

439558

GRADUATING EXERCISES OF THE GRAMMAR SCHOOLS

in the

Auditorium of the B. M. C. Durfee High School

June 30, 1910.

ADDRESS OF WELCOME—

EDWARD S. ADAMS.

Chairman of the School Committee

SONGS	{	a.	"When do Flowerets bud and blow"	<i>Franz Abt</i>
		b.	"Where Myriad Stars"	<i>Call</i>

CLASSES OF 1910.

SONGS	{	a.	"The Harp that once through Tara's Halls"	<i>Irish Melody</i>
		b.	"The Evening Bell"	<i>Donizetti</i>
		c.	"Sailing"	<i>Marks</i>

CLASSES OF 1910

ADDRESS—

ISRAEL BRAYTON, ESQ.

VALSE DE CONCERT—"Life of Youth" *A. Geibel*

CLASSES OF 1910

PRESENTATION OF DIPLOMAS AND DAVIS MEDALS.

EDWARD S. ADAMS.

"AMERICA"

CLASSES OF 1910 AND AUDIENCE

 GRADUATES—252

BORDEN SCHOOL—31

CHARLES E. REED, Principal.

Daisy Marguerite Barry	Frances Louise Brady
Edith Westall Creighton	Ruth Dorothy Daley
Letitia S. Davis	Alice Dawson
Helen Coughlin Doherty	Mary C. A. Fanning
Hannah Mary Flaherty	Ethel May Heyworth
Mary E. James	Louise A. Lees
Helen Mary McCarty	Frances O'Donnell
Marion Gertrude Rigby	Ella M. Smith
Stephen B. Childs, Jr.	Leo Clarkson
James Vincent Crook	Shirley Lyman Davis
Joseph W. Kelly	Philip Joseph Leary
Edeas C. Letendre	Robert Bruce MacDonald
J. Evans Magoon	John Phillip McMullen
William Storey Murphy	Gerald D. Reagan
Elmer Ashley Simmons	William Steen

Byron Prince Warren

Medal Pupil—JOSEPH W. KELLY.

 DAVENPORT SCHOOL—34

CHARLES J. McCREERY, Principal.

Elizabeth Frances Barrett	Florence May Copeland
Catherine Frances Louise Coughlin	Mabel Maria Davol
Elsie Frances Dyer	Isabel May Duffy
Hazel Elizabeth Grundy	Elsie May Hill
Louise Mary Patricia Logan	Mary Agnes Domitila Madden
Anna Marie Maleady	Mary Frances Maleady
Orabelle Manchester	Margaret Miller McGraw
Ellen Agnes O'Brien	Annie C. Patterson
Kathryn Ann Powers	Jennie Cynthia Reilly
Edith Shelmerdine	Lillian Frances Sullivan
Esther Veronica Sullivan	Ethel Louise Williamson
Harry Ashworth Chadwick	William Thomas Clegg

Frederick Leo Delehunt	William Francis Anthony Floyd
Edward Francis Giblin	George Daniel McCarthy
Thomas Joseph Moran	James H. Murphy
John Shea	Joseph Timothy Sullivan
Webster B. Sullivan	Edward Walsh
<i>Medal Pupils—</i> MABEL MARIA DAVOL. ANNIE C. PATTERSON.	

DAVIS SCHOOL—34

NORMAN S. EASTON, Principal.

Millicent Adams	Cecilia Theresa Amiot
Louise Helen Delaney	Elsie May Drugan
Emma May Finnegan	Hannah Griffiths
Mary Elizabeth Regan	Etta Sackenoff
Marion Martha Spragle	Mary Helen Thistlethwaite
Rose Flossie Tinkoff	Sarah Zaontz
Thomas Adams	William Brooks
Thomas Francis Burke	Joseph Buckley
Joseph William Cheetham	Harold Schofield Crook
Clarence Herschel Dagnall	Thomas Francis Dowd
William Ernest Gaskill	Albert Alvah Granovsky
William Joseph Goyette	Nicholson Higginson
Samuel Horvitz	Milton Buckley Reed
John Matthew Roberts	Frederick Louis Sackenoff
Frederick Bucknam Sampson	Alfred Sutcliffe Sedgewick
Henry Aloysius Sullivan	Horace Clifford Turner
Henry Buckley Waring	Winfred Durfee Wilkinson

*Medal Pupil—*HANNAH GRIFFITHS

FOWLER SCHOOL—27

CANDACE COOK, Principal.

Antoinette Madaline Boas	Louise Dorothea Casey
Mildred Mason Hunt	Owena Kathryn James
Loretta Celia Murphy	Irene Costello Powers
Catherine Gertrude Sullivan	Alice Ward
Mary Milne Wood	Percy Lees Burton
Leo Albert Croisetiere	Thomas Bernard Sheridan Duggan

Frank Flood	George Daniel Flynn, Jr.
Stuart Bliss Hoppin	Daniel Christopher McCarthy
James Edward McDonald	Wallace Harold Murphy
Richard Murray	Francis Thomas O'Brien
Joseph Henry Olding	William Charles Patten
Chester Herbert Sanford	William Connors Shea
Charles Valentine Sullivan	Walter Ozro Wood

Winthrop Chace Wood

Medal Pupil—RICHARD MURRAY.

GEORGE B. STONE SCHOOL—30

BENJAMIN COOK, Principal.

Rosealba Couet	Henrietta I. Dondis
Sarah Celia Dondis	Ethel May Dunnigan
Ida Louise Glynn	Fannie Helfanbein
Mary Dolores Higgins	Florence Margaret Hussey
Helen Koehler	Alice Gladys Manchester
Caroline May Montgomery	Beatrice M. Nicholson
Florence Ella Pearson	Alice Pilling
Ruth Sobilloff	Esther Katherine Whalen
Nathan R. Baker	Millard James Clark
Elmer Olding Davis	Arthur L. Duffy
Edward J. Hurley	Isador Sandler Levin
George Glenwood Manchester Jr.	Robert Frederick Mullen
Melville Roy Murray	Spencer Nuttall
Oscar Plante	William Earnest Ratcliffe
Harold William Dennis Sullivan	Clifford Henry Winslow

Medal Pupil—OSCAR PLANTE.

NATHANIEL B. BORDEN SCHOOL—51

ORRIN A. GARDNER, Principal.

Marguerite Bernice Bailey	Elizabeth Rosalie Crane
Mary Annunciata Dolan	Marguerite Helen F. Dolmond
Robertha Alice Durfee	Eleanor Bagshaw Ferguson
Alousia Laura Finigan	Edith Jennie Fyans
Mabel Agnes Gesner	Hazel Minerva Gilmore

Maybel Lillian Gorman	Mary Eustelle Howarth
Anna Edna Frances Hughes	Alice May Hartley Hyde
Clara Ida Isserlis	Margaret Ella Evelyn Johnsen
Minnie Elsie Kassler	Mary Elizabeth Lowney
Emma Louise McDermott	Elizabeth Frances Murphy
Angela Magdalen O'Hearn	Margaret Veronica F. O'Hearn
Beatrice Gertrude Simmons	Pauline Bessie Soforenko
Helen Frances Thomas	Ruth Angela Touhey
Ruth Clara Townley	Lauretta Gertrude Walker
Elizabeth Veronica White	Stuart Sprague Belcher
Michael Bloom	Chester Hall Cook
Eugene Raphael Cummings	Henry Raymond Delaney
Everett Baker Dorley	Stephen James Gotham
Ernest Clifton Hathaway	Frank Joseph Dennis Kelly
Leo Ignatius Kelly	John William Matthew Lynch
Stanley Westlake MacKenzie	Joseph Francis McDonough
William Henry McGrath	John Patrick McManus
Delmar Alexander Milne	Arthur John Thomas Murphy
Francis Leo Powers	Louis George Reback
Henry Francis Shea	Cornelius David Jos. Sullivan Jr.

William Andrew Wallace

Medal Pupils—BEATRICE GERTRUDE SIMMONS.

ELIZABETH VERONICA WHITE.

ROBESON SCHOOL—16

HARRY SMALLEY, Principal.

Annie Kassler	Florence Popkin
Rose Uditsky	Anna Kathryn Walsh
Harriet Ziman	Isidore Caplan
Joseph Louis Epstein	Norman Lester Feinberg
Thomas P. Keane	Edward Kranz
Issac Lesser	George Lubinsky
Samuel Solomon Mills	William Aloysius O'Neil
Oscar David Osiason	Morris Aaron Selickson

Medal Pupil—EDWARD KRANZ.

SLADE SCHOOL—22

MARGARET J. BURY, Principal.

Alma Maude Ayre	Emily Medais Arruda
Theresa Dolores Burns	Ruth Anna Gladding
Sarah Jane Holden	Lillias Eugene Manley
Carrie Katherine Macomber	Winifred Agnes Phillips
Mary Etta Shovelton	Rowland Cooper
Henry Mumford Field	Andrew White Grinnell
Joseph Francis Harrington	Edward Clifford Hunter
Waldro Anthony Lynch	William Frazer Marshall
William Mills	Clarence Leslie Ochampaugh
Martin Daniel Raftery	Samuel Elbert Fred Sacknoff
Harold Fairfield Cort Wilcox	Herbert Samuel Wilkinson

Medal Pupil—LILLIAS EUGENE MANLEY.

STEEP BROOK SCHOOL—5

THOMAS A. DOLAN, Principal.

Doris Mildred Lewis	May Regan Shaw
Helen Barnard Soverino	John Milton Lewin
Everett Anthony Marcellus Bardsley	

Medal Pupil—HELEN BARNARD SOVERINO.

UPPER NEW BOSTON SCHOOL—1

A. LOUISE ALLEN, Principal.

Nathaniel Boomer Davenport

Medal Pupil—NATHANIEL BOOMER DAVENPORT.

WATUPPA SCHOOL—1

ANNETTE E. PETTEY, Principal.

William Paul Perry

Medal Pupil—WILLIAM PAUL PERRY.

WILLIAM S. GREENE SCHOOL—9

JOHN C. ULMER, Principal.

- I. —(a) Farce "A Case of Suspension"
 (b) Song "Sailing"

Mark

II.—Presentation of Diplomas and Medals

ARTHUR I. CONNELL, M. D.

III.—Song 'Life of Youth'

Geibel

Graduates.

Frances Madeline Connell	Joseph Buffington Jackson
Clement Irton Keefe	Mark Franklin Lamond
George Samuel Mycock	Cornelius McGuire Jr.
Daniel Francis Sullivan	Dorothy McGregor Sumner
Earl Bury Wadsworth	

Medal Pupil—DANIEL FRANCIS SULLIVAN.

HIGHLAND SCHOOL—27

WILLIAM A. HART, Principal.

Chorus—Life of Youth

Salutatorium

NORA GERTRUDE O'NEIL.

Mandolin Solo

DONALD BRIGHAM WINTER.

Chorus— Where Myriad Stars Are Shining

When Do Flow'rets Bud and Blow

Class History

MARIE RACHEL McGRADY.

Violin Duet

THEODORE BORDEN HATHAWAY.

JOHN MARSHALL, JR.

Chorus—The Harp That Once Through Tara's Hall

Evening Bell

Class Prophecy

FRED CLAGUE FROST.

Chorus—Sailing

Presentation of Diplomas.

REV. CHAUNCEY H. BLODGETT

Solo— Good-bye Sweet Day

O! Heart of Mine

GLADYS RUSSELL MERITHEW.

-
3. Jim Bludso *John Hay*
 JAMES EDWARD SULLIVAN, JR.
4. The Forum Scene from Julius Cæsar.
 Brutus SAMUEL C. ZUNDELL
 Mark Antony LEONARD E. CHUTE
 Citizens.
 FRANK SHAY ARTHUR O'BRIEN ERNEST FLOYD
 JOHN PARTRIDGE ALBERT SMITH WALTER HUNTINGTON
 RICHARD DALEY JAMES SULLIVAN CHARLES H. DURFEE .
5. Song—The Harp that once thro' Tara's Hall, *Thos. Moore*
 6. Abou Ben Adhem, *Leigh Hunt*
 HAZEL V. ALLEN
7. A Modest Wit, *Selleck Osborne*
 WALTER ELLIOT HUNTINGTON.
8. Piano Duet—Tarantella—Fantasia, *Parker*
 BEULAH BENNETT BARKER, ANNIE MAE CAINE
9. An Assorted Declamation, *Arranged by F. W. Moore*
 DORIS EVELYN FROST
10. Song—Sailing *Marks-Veazie*
 11. Class Poem
 JOHN E. SULLIVAN
12. Little Christel *M. E. Bradley*
 ELIZABETH JACKSON.
13. Presentation of Diplomas and Davis Medals.
 MR. GEORGE T. WILEY
14. Class Ode *J. E. Sullivan*
 CLASS OF 1910
 Graduates.
- | | |
|-----------------------|--------------------------|
| Hazel Valentine Allen | Beulah Bennett Barker |
| Annie Mae Caine | Doris Evelyn Frost |
| Helen Mary Harrington | Elizabeth Jackson |
| Esther Ida Kavolsky | Marguerite Kirby |
| Margaret Peavey | Leonard Ensley Chute |
| Richard Michael Daley | Charles Henry Durfee |
| Ernest Floyd | Walter Elliot Huntington |

Arthur Francis O'Brien	John Partridge
Frank Aloysius Shay	Albert Edward Smith
James Edward Sullivan, Jr.	John Edward Sullivan
Samuel Charles Zundell	Albert Kaliff

Medal Pupil—DORIS EVELYN FROST.

SAMUEL WATSON SCHOOL—11

JOHN R. FERGUSON, Principal.

1. March
2. Song—When do Flowerets Bud and Blow
CLASS OF 1910.
3. Class History
JOHN RICHARD LEEMING.
4. Recitation—Duties of Citizens
NAPOLEON LASSONDE.
5. Recitation—The Battle of Buena Vista
OLIVE WOOD MAY CAUFIELD
EDITH ALICE PASHLEY NELLIE SAMPSON
JOHN RICHARD LEEMING ELI ANDREW MACOMBER
6. Mandolin Solo—Selected.
EDITH ALICE PASHLEY.
7. Songs— Evening Bell
Sailing
CLASS OF 1910.
8. Composition—A Trip up the Hudson.
MAY CAUFIELD.
9. Violin Solo—Serenade.
RAYMOND BROOKS WEST.
10. Scene from "Julius Cæsar."
CLASS OF 1910.
11. Composition—The Huckens Family at the Circus.
EDWARD JOSEPH MOONEY.
12. Songs— Where Myriad Stars
The Harp that Once Thro' Tara's Halls.
CLASS OF 1910.

13. Class Prophecy.

OLIVE WOOD.

14. Presentation of Diplomas, Davis Medal, Samuel Watson Medal
EVERETT B. DURFEE, Supt. of Schools.

15. Song—Life of Youth

CLASS OF 1910.

Graduates.

Clarence Thornton Borden	May Caufield
Napoleon Lassonde	Ina Angie Lawton
John Richard Leeming	Eli Andrew Macomber
Edward Joseph Mooney	Edith Alice Pashley
Nellie Sampson	Raymond Brooks West

Olive Wood

Davis Medal Pupil—JOHN RICHARD LEEMING.*Samuel Watson Medal Pupil*—OLIVE WOOD.

WESTALL SCHOOL—50

GEORGE W. LOCKE, Principal.

Piano Duet—Rosy Fingers	<i>Paul Wachs</i>
AVELING C. HOPEWELL	GERALDINE M. MALONEY

Song—When Do Flowerets Bud and Blow	<i>Franz Abt</i>
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CLASS OF 1910.

Recitation—Time's Silent Lesson

EDNA V. BOLEN.

Class History—

ETHEL M. WATTERS.

Song—Cradle Song	<i>Mendelssohn</i>
ETHEL F. EVANS,	HILDRETH C. HAMPTON, Accompanist.

Recitation—The Comet	<i>Thomas Hood</i>
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RICHARD N. THOMPSON

Composition—The City of Fall River

RANDALL N. DURFEE, JR.

Violin and Piano—The Bohemian Girl	<i>Harris</i>
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LEONA F. NICKERSON	DOROTHY K. BUFFINGTON
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Recitation—The King's Temple

FLORENCE BRAYTON.

Class Prophecy

B. LOUISE NICOLET.

Song—Sailing

Godfrey Marks

CLASS OF 1910.

Recitation—How Girls Study

JOHN C. MILNE, 2ND.

Class Poem

LESLIE MACKEY.

Song—The New Kingdom

Mary Marks-Lemon

GEORGE A. COLLINS.

Presentation of Diplomas

IRAM N. SMITH

Class Song

CLASS OF 1910.

Graduates.

Louise Nowell Batt	Mary Catherine Tarpley
Helen Margaret Tripp	Norman Ackley Aldrich
Edna Victoria Bolen	Ethel Louise Watters
Edna Louise Borden	George William Bliss, Jr.
Florence Brayton	Archibald John Burnside
Dorothy Kilburn Buffington	George Anthony Collins
Ethel Mason Burgess	Leon Wilmer Crosby
Sarah Burrell	Raymond Henry Deardon
Edith Alma Davis	Randall Nelson Durfee, Jr.
Ethel Frances Evans	Herbert Passmore Fogg
Marion Flynn	Frank Stevens Goff
Hildreth Cyrilla Hampton	Albert Gray
Elizabeth Frances Harrison	Edward Borden Jennings, Jr.
Esther Lawrence Howland	Ralph Wilber Lawton
Leslie MacKay	John Vincent McCarthy
Geraldine Mary Maloney	Charles William McClellan
Stella May Monks	John Cruickshank Milne, 2nd.
Leona Florence Nickerson	Raymond Franklin Munroe
Stella Martin Sanford	Harold Somerby Perkins
Bessie Brenton Sherman	Cyrus Cole Rounseville, Jr.

Bernadine Ethalyn Smalls	Milton Slater
Lucy Sanford Smith	Henry Atherton Starrett
Louise Cassian Swords	Richard Nelson Thompson
Annie Ethel Sykes	John Cotter Wilbur

Medal Pupils—A. V. CLEGG HOPEWELL
BLANCHE LOUISE NICOLET

CERTIFICATES GIVEN AT LINCOLN ADVANCED EVENING SCHOOL—1910-1911.

James W. Barrowclough, French, Bookkeeping.
 Catherine A. Barry, Arithmetic, English, Penmanship.
 Herbert Beattie, Arithmetic, Spelling, Penmanship.
 Robert Heywood Beattie, Arithmetic, Spelling, Penmanship.
 Jeremiah S. Bogan, Algebra, Arithmetic.
 Louis C. Brady, French, Latin.
 Pauline Brelsford, Shorthand, Typewriting, Bookkeeping.
 James Callahan, Shorthand, Typewriting, Bookkeeping.
 Edward Chatterton, French, Arithmetic.
 Charles T. Clynes, Arithmetic, Spelling, Penmanship.
 Katherine A. Colbath, Arithmetic, Spelling, Penmanship.
 Annie L. Conroy, Typewriting, Latin, Arithmetic.
 M. Alice Cox, Arithmetic, English, Penmanship.
 William H. Cox, Arithmetic, Spelling, Penmanship.
 J. Thomas Creaser, Arithmetic, Spelling, Penmanship.
 James Deane, Arithmetic, Spelling, Penmanship.
 Sydney O. Deston, Algebra.
 Jessie W. Dinsmore, Arithmetic, English, Spelling.
 Margaret L. G. Dodds, Shorthand, Typewriting, Bookkeeping.
 Samuel Dodds, French, Bookkeeping, Penmanship.
 Annie L. Duffy, Arithmetic, English, Spelling.
 Thomas A. Ford, Shorthand, Typewriting, Bookkeeping.
 Gladys I. Foster, Shorthand, Typewriting, Penmanship.
 Deneige R. Giroux, Arithmetic, Spelling, Penmanship.
 Abbott M. Goldblatt, Bookkeeping, English, Penmanship.

Exerine J. Gravel, Arithmetic, English, Spelling.
Mary G. Hanify, French, Bookkeeping, English.
Eastwood Haworth, English, Arithmetic, Spelling.
Alice E. Heywood, Shorthand, Typewriting, English.
John L. Higgins, Arithmetic, Spelling.
George J. Horrocks, English, Arithmetic, Spelling.
John William Howarth, Arithmetic, Spelling, Penmanship.
James H. Hussey, Arithmetic, Spelling, English.
Ellen A. Kershaw, Arithmetic, Spelling, Penmanship.
Herbert Kershaw, English, Arithmetic, Spelling.
Robert Lally, English, Algebra, Spelling.
Arthur Langton, English, Arithmetic, Spelling.
Edmund Lavoie, English, Arithmetic, Spelling.
Hannah Lawton, English, Arithmetic, Spelling.
Louise A. Lees, Shorthand, Typewriting, Bookkeeping.
Gertrude M. Leonard, French, Arithmetic.
John P. Leonard, French, Arithmetic, Penmanship.
Raynard Little, Arithmetic, Bookkeeping, Penmanship.
Matthew J. Maloney, Shorthand, Typewriting, Spelling.
Katherine M. McNaboe, Shorthand, Typewriting.
Edward La Montaigne, English, Arithmetic, Spelling.
Bessie Moss, Shorthand, Typewriting, Bookkeeping.
Margaret I. Nicholson, French, Penmanship.
Edward H. O'Brien, Shorthand, Typewriting, Spelling.
Gertrude L. O'Brien, Shorthand, Typewriting, Penmanship.
William C. O'Brien, Shorthand, Typewriting, Spelling.
Alice E. Oliver, Arithmetic, Spelling, English.
Joseph P. O'Neil, Arithmetic, Spelling, Penmanship.
Thomas H. O'Neil, Shorthand, Typewriting, Spelling.
Gertrude O. Ormerod, Arithmetic, English, Penmanship.
Annice Platt, Shorthand, Typewriting, Bookkeeping.
Joseph Pointe, Arithmetic, Spelling, Penmanship.
Peter F. Powers, Arithmetic.
Luella A. Poxon, Arithmetic, English, Spelling.
Mary E. Preston, Shorthand, Typewriting, Bookkeeping.
Arthur H. Ranger, Arithmetic, Spelling, Penmanship.

John Ratcliffe, Jr., Shorthand, Typewriting, French.
Emma J. Reynolds, Bookkeeping.
William J. Reynolds, Bookkeeping.
John William Roberts, English, Spelling.
James Robinson, Arithmetic.
John E. Robinson, English, Arithmetic, Spelling.
T. Henry L. Robinson, Arithmetic, Penmanship.
Harry Smalley, Shorthand, Bookkeeping, Arithmetic.
Fred Smithies, Arithmetic, Spelling, Penmanship.
Annie V. Sullivan, Spelling, Arithmetic, Penmanship.
Francis J. Sullivan, Shorthand, Typewriting, Spelling.
Margaret C. Sullivan, Shorthand, Typewriting, Penmanship.
Albert Sunderland, Arithmetic, Spelling, Penmanship.
J. William Sutcliffe, Arithmetic, Spelling, Penmanship.
Elsie Swindlehurst, Arithmetic, Spelling, English.
Alfred Walton, Arithmetic, Spelling, Penmanship.
Edwin Whitehead, Arithmetic, Spelling, Penmanship.
Mary P. Winegard, Bookkeeping, French.

OSBORN STREET ADVANCED EVENING SCHOOL.

1910—1911.

Fred H. Adams, Arithmetic, Penmanship, Spelling.
Frank Arnold, Arithmetic, Penmanship, Spelling.
William Balfour, Arithmetic, Penmanship, Spelling.
Annie Genevieve Ball, Penmanship, Spelling, Typewriting.
Thomas Ball, Arithmetic, Penmanship, Spelling.
Elizabeth V. Barrett, Shorthand, Spelling, Typewriting.
Elizabeth C. Booth, Arithmetic, Penmanship, Spelling.
Lucy V. Booth, Bookkeeping, Penmanship, Spelling.
William Broadbent, Arithmetic, Penmanship, Spelling.
Henry J. Brough, Arithmetic, Bookkeeping, Shorthand.
Albert Brown, Arithmetic, Penmanship, Spelling.
Charles H. Buckley, Arithmetic, Penmanship, Spelling.
Joseph W. Buckley, Arithmetic, Penmanship, Spelling.
Bertha Burrows, Arithmetic, Bookkeeping, English.

Frank P. Cavanagh, Arithmetic, Penmanship, Spelling.
Thomas Conlon, Arithmetic, Penmanship, Spelling.
Elizabeth W. Coppenger, English, Shorthand, Typewriting.
Thomas Cross, Arithmetic, English, Penmanship.
John Cummings, Arithmetic, English, Spelling.
Peter A. Cummings, Arithmetic, Spelling.
William Cummings, English.
Alice C. Dalton, Arithmetic, English, Penmanship.
Blanche Eva Dauphinais, Arithmetic, Penmanship, Spelling.
George H. Dearnley, Arithmetic, Penmanship, Spelling.
John Dempsey, Arithmetic, Spelling.
Frances T. Dickinson, Arithmetic, English, Penmanship.
Edward Duffy, Arithmetic, Penmanship, Spelling.
Ernest Fantom, Arithmetic, Penmanship, Spelling.
George Fiddler, Arithmetic, Shorthand, Typewriting.
James E. Fitzgerald, Arithmetic, Bookkeeping, Penmanship.
Jennie Fitzgerald, Arithmetic, Penmanship, Spelling.
Theodore Gagne, Arithmetic, English, Spelling.
Ambrose Greenwood, Arithmetic.
Elizabeth Eva Hayes, Penmanship, Shorthand, Typewriting.
George Healy, Arithmetic.
Sarah J. Holden, Shorthand, Spelling, Typewriting.
John F. Horseman, Bookkeeping, Shorthand, Typewriting.
James Lewis Hutt, Penmanship, Shorthand, Typewriting.
Susan Genevieve Jones, Arithmetic, Bookkeeping, Typewriting.
Francis J. Kelley, Penmanship, Shorthand, Typewriting.
John M. Kelly, Arithmetic.
George J. Kennedy, Arithmetic.
Lawrence Lambert, Arithmetic, Penmanship, Spelling.
Herbert B. Lane, Arithmetic, Penmanship, Spelling.
Adelard Lapointe, Bookkeeping, Penmanship, Spelling.
Alphonse J. Lapointe, Shorthand, Spelling, Typewriting.
Louise G. Mason, Arithmetic, Bookkeeping, Spelling.
John J. McGough, English, Shorthand, Typewriting.
Michael McGrath, Arithmetic, Penmanship.
William P. McGuire, Arithmetic, English.

Arthur Michaud, Arithmetic, English, Spelling.
Joseph S. Michaud, Arithmetic, English, Spelling.
Charles McLear, Arithmetic, Penmanship, Spelling.
Robert F. Mullen, Arithmetic, Penmanship, Spelling.
Richard Murray, Algebra, Latin, Typewriting.
Frederick D. O'Brien, Arithmetic, Penmanship, Spelling.
Walter Augustus O'Grady, Penmanship, Spelling, Typewriting.
James O'Rourke, Arithmetic, Penmanship, Spelling.
Thomas E. O'Toole, Arithmetic, English, Penmanship.
Ludger Pelletier, Arithmetic, Penmanship, Spelling.
Martial Pelletier, Arithmetic, English, Spelling.
William Perreault, Arithmetic, Shorthand, Typewriting.
Malcolm Peterson, Arithmetic.
Ralph J. Pickup, Arithmetic, Penmanship, Spelling.
Philomene Ellen Plant, Arithmetic, Spelling, Typewriting.
Frank J. Quinlan, Arithmetic, Penmanship, Spelling.
Henry Rivard, Bookkeeping, Shorthand, Typewriting.
Arthur H. Sawyer, Arithmetic, Shorthand, Typewriting.
James H. Sennott, Arithmetic, Penmanship, Spelling.
Herbert Shaw, Arithmetic, Penmanship, Spelling.
Anne M. Smeaton, Penmanship, Spelling, Typewriting.
Peter Smith, Shorthand, Typewriting.
Vernon Stanley Smith, Arithmetic, Bookkeeping, English.
William Henry Smith, Arithmetic, Bookkeeping, Spelling.
Edith Standing, Bookkeeping, Penmanship, Typewriting.
William T. Standing, Arithmetic, Penmanship, Spelling.
Mary Stewart, Algebra, Bookkeeping, English.
William Anthony Stratton, Penmanship, Shorthand, Typewriting.
Thomas M. Sullivan, Arithmetic, Shorthand, Typewriting.
Mary V. Sunderland, Arithmetic, Shorthand, Typewriting.
Edward J. Sweeney, Geometry, Typewriting, Spelling.
Joseph L. Walsh, Bookkeeping, Spelling, Typewriting.
Elmer S. Willis, Arithmetic, Bookkeeping, Penmanship.
Henry Hobart Willis, Arithmetic, Penmanship, Spelling.
William Taylor, Arithmetic, Penmanship, Spelling.

THE FOLLOWING TABLE

Gives the Number of Pupils in each School Building and the Average Attendance for the Year ending July 1, 1910.

SCHOOL.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance	Percentage of Attendance.
B. M. C. Durfee High	10-13	928	867	836	96
Normal Training	1-5	326	297	273	92
GRAMMAR SCHOOLS.					
Borden	4-9	590	523	502	96
Brayton Avenue	1-7	287	294	271	93
Davenport	1-9	761	700	648	93
Davis	1-9	627	555	519	94
Fowler	1-9	376	343	322	94
George B. Stone	1-9	419	377	352	93
Harriet T. Healy	1-6	374	328	302	92
Highland	1-9	299	288	272	94
Lincoln	1-9	526	429	406	95
N. B. Borden	1-9	577	497	470	95
Robeson	1-9	658	606	564	93
Samuel Watson	1-9	588	447	408	92
Slade	1-9	689	584	529	91
Steep Brook	1-9	136	131	124	95
Westall	1-9	512	467	435	92
William S. Greene	1-9	371	372	350	94
INTERMEDIATE AND PRIMARY SCHOOLS.					
Anawan Street	1-4	173	157	144	92
Border City	1-4	346	306	270	89
Bowen Street	1-4	111	102	90	90
Broadway	1-4	268	215	196	92
Brown	1-5	385	330	310	94
Coughlin	1-5	307	322	300	92
Danforth Street	1-5	221	206	189	92
Davol	1-5	401	350	328	93

TABLE—*Continued.*

SCHOOL.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Percentage of Attendance.
Eastern Avenue	1-5	229	177	162	90
Ferry Lane	1-4	188	163	154	94
James M. Aldrich	1-5	390	324	299	92
Laurel Lake	1-4	296	258	229	89
Lower New Boston	1-4	23	20	18	90
Mount Hope Avenue	1-4	230	182	166	91
Pine Street	1-4	327	272	256	94
Ruggles	1-4	429	365	335	92
Samuel Longfellow	1-5	517	412	395	96
Tucker Street	1-4	267	211	184	87
William Connell	1-5	383	355	327	92
PRIMARY SCHOOLS.					
Brownell Street	1-3	195	188	174	93
Buffinton Street	1-3	159	160	144	90
Cambridge Street	1-3	196	178	165	93
Canal Street	1-2	131	89	80	90
Chace	1-3	182	153	138	91
Columbia	1-3	246	222	211	95
Covel Street	1-3	216	200	185	93
Fulton Street	1-3	230	186	174	94
Linden Street	1-3	170	155	146	94
Lindsey Street	1-3	205	190	185	98
Pleasant Street	1-3	200	166	144	87
SUBURBAN SCHOOLS.					
North Fall River	1-7	20	17	16	94
Upper New Boston	1-9	30	26	22	87
Watuppa	1-9	26	18	16	89
KINDERGARTEN.					
Anawan Street		67	48	34	71
Border City		58	42	35	83
Pleasant Street		84	46	35	77
William S. Greene		64	47	39	84

 THE FOLLOWING LISTS

Give the Names of Teachers, Their Addresses, the Subject or Grades in which They Teach, and the Date of Election.

B. M. C. DURFEE HIGH SCHOOL

ROCK STREET, BETWEEN CHERRY AND LOCUST STREETS.

	Date of Elec- tion
GEORGE F. POPE, Principal, 175 Rock. Mathematics,	1877
WILLARD H. POOLE, Vice-Principal, 229 Belmont. Physics and Chemistry,	1895
HANNAH R. DAVIS, 145 Grove. English,	1870
EMILY E. WINWARD, 15 Winward. French,	1875
WILLIAM J. WOODS, 264 French. Mechanics and Drawing,	1891
JAMES WALLIS, 206 Winter. Commercial Studies,	1891
GERTRUDE M. BAKER, 114 Prospect. English,	1896
HARRIET A. M. SMITH, 529 High. French,	1884
ASA E. GODDARD, 473 Walnut. Mathematics, Astronomy, Geology,	1900
HARRIET T. MARVELL, 243 Highland Avenue. Physiography, Physiology, Algebra and Reviews.	1897
HERBERT M. C. SKINNER, 481 Durfee, Mechanics and Drawing,	1902
EUNICE A. LYMAN, 154 Hanover. History,	1893
SUSAN W. STEVENS, 299 Hanover.	
HARRIET D. PROCTOR, Substitute, 175 Rock. German and Mathematics,	1893
ROBERT R. GOFF, 114 Winter.	
HENRY G. SHAILER, Substitute. Mathematics,	1903

JOHN S. BURLEY, 145 Grove.	
English,	1905
WILLIAM W. GARDNER, Touisset.	
English and Mathematics,	1905
ALICE B. DAMON, 175 Rock.	
Botany and Zoology,	1906
LINDA RICHARDSON, 175 Rock.	
History and Latin,	1906
CHARLES F. HOWLAND, 673 Robeson.	
Commercial Studies,	1906
DAVID E. GREENAWAY, 188 Hanover.	
History and Civil Government,	1907
HELEN H. IRONS, 487 Hanover.	
French,	1907
LENA P. ABBE, 194 June.	
Algebra,	1908
FLORENCE E. LOCKE, 130 Rock.	
German,	1908
ALFRED F. SMEAD, 114 Winter.	
Mechanics and Drawing,	1908
HOMER K. UNDERWOOD, 606 Prospect.	
English,	1908
DAVID Y. COMSTOCK, 800 Locust.	
Latin,	1909
FREDERICK R. HUNT, 953 Rock.	
Greek and Latin,	1910
RALPH M. SMALL, 800 Locust.	
Latin,	1910
ELIZABETH G. CRANE, 89 Prospect.	
English and History,	1910
EARL M. BENSON, 114 Winter.	
English,	1910
FREDERICK W. HARRISON, 678 Hanover.	
Military Drill,	1910
SAMUEL N. F. SANFORD, 74 Ridge.	
Secretary and Librarian,	1906

NORMAL TRAINING SCHOOL

Eight Rooms.

OSBORN STREET, WEST OF SOUTH MAIN STREET.

		Grade	Date of Elec- tion
Anna W. Braley, Principal,	194 June		1896
Ruth Negus, Vice-Principal,	186 Maple		1882
Winifred F. Chase, Instructor,	22 Prospect		1907
Mabel L. Stuart, Instructor,	45 Ridge		1896
Cecilia M. Doran,	196 Jencks	V	1903
Maude L. Sampson	101 Winter	III	1904
Margaret G. Lynch,	1098 Bedford	I	1906
Gertrude M. Hurley, Assistant,			

SENIOR CLASS.

Sarah E. Brownell,	1025 Rock
Bessie F. Carroll,	63 Grant
Margaret A. Clarke	570 William
Hannah G. Connors,	354 Linden
Mary T. Conroy,	64 Johnson
Anna A. Cummings,	631 Middle
Gertrude M. Hart,	54 Cross
Isabelle Jones,	609 June
Anna E. Leary,	702 Locust
Evelyn V. Lenehan,	683 Second
Carrie D. McCreery,	1758 Pleasant
Agnes K. McNerney,	529 Osborn
Mary Myles,	153 Hunter
Helen M. O'Brien,	106 Jones
Anna F. O'Neil,	514 Bradford Avenue
Helen V. Shay,	49 Hillside
Grace L. Simmons,	138 Rockland

JUNIOR CLASS.

Theresa A. Bolen,	463 Linden
Helena C. Brady,	342 Pearce
Olga T. Connolly,	15 Branch

Mary M. Coyle,	293 Linden
Loreto B. Daley,	370 Ridge
Ellen B. C. Dolan,	548 South Main
Florence L. Durfee,	578 Osborn
Marion Enwright,	123 Ridge
Judith F. Farrell,	889 Rodman
Gertrude H. Mulveny,	997 North Main
Anna E. F. Murphy,	285 Fountain
Esther J. Murphy,	690 South Main
Katherine V. Nannery,	222 Linden
Alice L. Olding,	508 Centre
Loretta A. O'Neil,	514 Bradford Avenue
Mary E. F. Powers,	208 John
Lois R. Ramsay,	236 Grove
Mary C. Reardon,	284 Morgan
Mabel A. Shovelton,	121 Friendship
Ella M. Snow,	300 Belmont
May J. Storey,	885 Robeson
Helen P. Sullivan,	379 Whipple
Julia E. Sullivan,	74 Kellogg
Kathryn A. Swords,	697 Walnut

GRAMMAR SCHOOLS.

BORDEN SCHOOL.

Twelve Rooms.

ROCK STREET, BETWEEN BROWNELL STREET AND PRESIDENT AVE.

		Date of Grade Elec- tion
Charles E. Reed, Principal,	289 Belmont	IX 1896
Anna E. Shay, Prin. Ass't.	49 Hillside	IX 1901
Katherine C. V. Sullivan,	48 Almy,	VIII 1900
Mary J. Bean,	284 Durfee	VII 1892
Jessie L. Foster,	326 Bank	VII 1887
Jennie A. Weather,	62 Barnaby	VI 1895
Ella LeBeau,	396 Madison	VI 1892
Catherine Kerrigan	290 Cory	VI 1894

		Date of Elec- Grade tion
Eliza E. Keeher,	44 Mount Pleasant	V 1897
Anna A. Ryan,	800 Cherry	V 1901
Isabel Ashley,	3159 North Main	V 1899
Mary V. McCarty,	332 Brownell	IV 1906
Sara H. French,	424 Prospect	IV 1898

BRAYTON AVENUE SCHOOL.

Eight Rooms and Hall.

BRAYTON AVENUE, BETWEEN BAKER AND SMITH STREETS.

		Date of Elec- Grade tion
Thomas A. Dolan, Principal,	548 South Main	VIII 1906
Lottie V. Grush, Prin. Ass't.	506 Prospect	VIII 1898
Mary E. Sheehan,	566 Osborn	VII 1899
Sarah Cunningham, Substitute,		VII 1907
Bertha I. Allen,	550 Locust	VI 1903
Elizabeth C. Leary,	134 Freedom	V 1905
Alice G. Stanton,	300 Buffinton	IV 1904
Mary E. Mernin,	289 Manchester	IV, III 1904
Gertrude M. Sullivan,	188 Cottage	II 1903
Bertha M. Damon,	46 Richmond	I 1899

DAVENPORT SCHOOL.

Eighteen Rooms.

BRANCH STREET, BETWEEN FOURTH AND FIFTH STREETS.

		Date of Elec- Grade tion
Charles J. McCreery, Principal,	900 Plymouth Ave.	IX 1887
Lizzie Bowers, Prin. Ass't.	344 Bank	IX 1889
Mary J. Quinn, Substitute,	145 Tremont	VIII 1907
Julia A. McMahon,	792 Locust	VIII 1890
Annie F. Grinnell,	Tiverton, R.I.	VII 1892
Melissa J. Macomber,	25 Rodman	VII 1880
Katherine L. McDonough,	Warren R.I.	VII, VI 1898
Elizabeth G. McDermott,	943 South Main	VI 1891
Sadie L. Kerrigan,	290 Cory	VI 1899
Mary J. Murphy,	127 Cambridge	VI 1901

		Date of Elec- Grade tion
Ethel W. Durfee,	63 Rodman	V 1903
Annie F. McNerney,	416 Whipple	V 1903
Mary C. O'Brien,	34 Forest	IV 1905
Elizabeth S. Frank,	928 Middle	IV,III 1891
Dora E. Thomas,	246 Ridge	III 1874
Margaret A. Flanagan,	30 Morgan	II 1899
Ada R. Hambly,	15 Hambly	II 1884
Ada E. Ochampaugh,	75 Kellogg	I 1900
Mary E. V. Corcoran,	238 North Main	I 1892

DAVIS SCHOOL.

Twelve Rooms.

QUEQUECHAN STREET, BETWEEN COUNTY AND PLEASANT STREETS

		Date of Elec- Grade tion
Norman S. Easton, Principal,	458 High	IX 1895
Alice D. Almy, Prin. Ass't.,	579 North Main	IX 1874
Ann Ashton,	34 Ashton	VIII 1872
Susan A. Crapo,	241 Pine	VII 1871
Elizabeth G. O'Neil,	Pottersville	VII 1899
Lucy S. Macomber,	North Westport	VI 1878
Harriet A. Palmer,	31 Highland Place	VI 1888
S. Adelaide Warfield,	595 Pine	VI 1873
Celia M. Warfield,	595 Pine	V 1873
Mary E. Ravenscroft,	94 Haffard	IV 1901
Margaret I. Connell,	78 Covell	IV,III 1903
Mary F. Garity,	49 Lyon	III,II 1898
Annie M. Kennedy,	900 Stafford Rd.	I 1904

FOWLER SCHOOL.

Eight Rooms.

SPRAGUE STREET, CORNER OF BEACH STREET.

		Date of Elec- Grade tion
Candance Cook, Principal,	498 June	IX 1872
Mabelle E. Ramsay, Prin. Ass't.	236 Grove	IX 1900

		Date of Elec- Grade tion
Elizabeth T. Higney,	290 Cory	VIII,VII 1891
Stella H. Baylies,	80 Hanover	VII,VI 1910
Elizabeth O'Loughlin	106 Jones	VI,V 1900
Mabel V. Sykes,	75 Foote	IV 1901
Mary K. Bullock,	North Swansea	III 1893
Delia I. Hassett,	533 Middle	II 1892
Grace L. Redfern,	306 Bank	I 1896

GEORGE B. STONE SCHOOL.

Eight Rooms.

GLOBE STREET, NEAR GARFIELD STREET.

		Date of Elec- Grade tion
Benjamin Cook, Principal,	257 French	IX,VIII 1901
Susan M. Wolfendale, Prin. Ass't	1146 Stafford Rd.	IX, VIII 1881
Mary E. G. Leat,	683 Second	VIII,VII 1890
Helena F. Carroll,	605 Second	VII,VI 1896
Elena H. McKenney,	565 Durfee	VI,V 1902
Macie E. Grinnell,	1220 Globe	V 1891
Annie C. Coombs,	75 Grinnell	V,IV 1884
Mary B. Connors,	68 Manton	IV,III 1903
M. Alice Clarke,	98 Stafford Rd.	II,I 1904

HARRIET T. HEALY SCHOOL.

Eight Rooms

HICKS STREET, OPPOSITE LESTER STREET.

		Date of Elec- Grade tion
Mary A. McCreery, Principal,	1973 South Main	VI 1881
Maude A. Ferguson, Prin. Ass't.	3775 North Main, (rear)	VI 1902
Eliza J. Robertson,	83 Cottage	V 1868
Leah Sorel,	352 State Avenue	V,IV 1902
Mary V. Cummings,	631 Middle	IV 1906
Annie C. Kay,	47 Kay	III 1886
Lizzie T. Gray,	Tiverton, R.I.	II 1895
Lizzie A. McCarthy,	517 Fourth	II,I 1903
Gertrude A. McElvie,	Tiverton, R.I.	I, 1899

HIGHLAND SCHOOL.

Seven Rooms and Hall.

ROBESON STREET, CORNER OF STANLEY STREET.

		Date of Elec- Grade tion
Arthur B. Higney, Principal,	290 Cory	IX 1902
Genevieve H. Bliss, Prin. Ass't.	South Swansea	IX 1880
Lydia E. Palmer,	31 Highland Place	VIII 1890
Ina M. Davis,	1257 Robeson	VII 1893
Marguerite T. Smyth,	681 Prospect	VI 1903
Sarah E. Borden,	724 Maple	V 1898
Ethel I. Lake,	501 Pine	IV,III 1896
Anna R. Macomber,	1126 Meridian	II,I 1902

LINCOLN SCHOOL.

Twelve Rooms and Hall.

HIGH STREET, CORNER OF PINE STREET.

		Date of Elec- Grade tion
George H. Sweet, Principal,	92 Winter	IX 1898
Frances W. Moore, Prin. Ass't.	35 Bigelow	IX 1893
Mary L. Ryder,	137 Cherry	VIII 1877
Maria L. Buffinton,	229 Belmont	VII 1888.
Mary E. Thompson,	431 Prospect	VI 1886
Emma F. Barker,	138 Rock	VI 1872
Rose L. Vallee,	666 Locust	VI 1900
Kathryn A. Reilly, Substitute,	713 Walnut	V 1904
Martha A. Valentine,	273 Winter	V 1903
Letitia M. Oliver, Substitute,	36 Buffinton	V 1906
Annie L. C. Robertson,	176 Winter	IV 1879
Lizzie H. Simmons,	89 Hanover	III 1875
A. Annette Williams,	590 Locust	II,I 1892

N. B. BORDEN SCHOOL.

Twelve Rooms.

MORGAN STREET, BETWEEN RIDGE AND WHIPPLE STREETS.

		Date of Elec- Grade tion
Orrin A. Gardner, Principal,	372 Pine	IX 1898
Maybel M. Manning, Prin. Ass't.	603 Middle	IX,VIII 1901

		Date of Elec- tion
Lucy E. Fothergill,	261 Ridge	VIII 1900
Martha D. Peters,	256 Maple	VII 1897
Maud A. Hathaway, Substitute.	49 Stafford Rd.	VII 1906
Sallie A. Field,	140 Rock	VII 1889
Emeline B. Orswell,	Tiverton R. I.	VI 1866
Roberta A. Stirling,	71 Oliver	VI 1901
Elizabeth V. Swords,	697 Walnut	V 1905
Anna M. Boyce,	300 Belmont	V,IV 1894
Mabelle E. Davis, Substitute,	1257 Robeson	IV,III 1906
Lucy H. Robertson,	83 Cottage	III 1869
E. Gertrude Palmer,	178 Elm	II 1896
E. Leonora Cuttle,	531 South Main	I 1897

ROBESON SCHOOL.

Twelve Rooms.

COLUMBIA STREET, CORNER OF HUNTER STREET.

		Date of Elec- tion
Harry Smalley, Principal,	611 June	IX,VIII 1907
Alice M. Fash, Prin. Ass't..	549 Osborn	IX,VIII 1894
Annie M. Borden,	202 Third	VII 1880
Mary M. Draper,	627 Prospect	VI 1896
Helen B. Stirling,	71 Oliver	VI 1897
Joanna E. Sheedy,	1336 North Main	VI,V 1898
Ellen L. McCann,	404 Bradford Ave.	V 1891
Sarah E. Smith,	50 Bradford Ave.	V, IV 1883
Harriet G. Winslow,	3302 North Main	IV, III 1871
Mary A. Carpenter,	269 Locust	III 1880
Rose B. McHugh,	57 Whipple	III,II 1884
Louise S. Macomber,	Swansea	II,I 1893
Frances J. McDermott	943 South Main	I 1894

SAMUEL WATSON SCHOOL.

Ten Rooms and Hall.

EASTERN AVENUE, OPPOSITE MARCHAND STREET.

		Date of Elec- tion
John R. Ferguson, Principal,	225 Madison	IX,VIII 1895
Annie E. Moore, Prin. Ass't.	147 Elm	IX,VIII 1891

		Date of Elec- Grade tion
Margaret F. Lenaghan,	178 Bradford Ave.	VII 1902
Mary M. Dunn,	815 Walnut	VI 1901
Anna M. Hanrahan,	95 Ballard	VI 1903
Catherine A. Barrington,	518 Division	V 1906
Matilda A. Chace,	406 Durfee	IV 1903
Alice A. Walsh,	84 Quequechan	III 1904
Ethel M. Simpson,	29 Shawmut	II 1906
Mary D. Sullivan,	126 Flint	I 1904
Annie L. O'Donnell,	416 Whipple	I 1906
Hazel J. Tower,	117 Winter (Special Class.)	1906

SLADE SCHOOL.

Twelve Rooms.

SOUTH MAIN STREET, CORNER OF SLADE STREET.

		Date of Elec- Grade tion
Margaret J. Bury, Principal,	57 Ridge	IX,VIII 1871
Bertha E. Fogwell, Prin. Ass't.	239 Warren	IX,VIII 1902
M. Alice Grady,	101 Rock	VIII,VII 1894
Evelyn E. Albro,	175 Bagnaby	VII 1873
Annie L. Collins,	793 Broadway	VII,VI 1906
Laura Hennessey,	175 Franklin	VI 1899
Annie F. Leary,	134 Freedom	V 1893
Elizabeth V. Coyle, Substitute,	786 Locust	V,IV 1907
Bertha E. Kay,	47 Kay	IV 1891
Cora F. Hacking,	Pottersville	III 1891
Mary V. Lowney,	755 Plymouth Ave.	II 1896
Hannah C. Kelly,	115 Orange	II,I 1903
Sarah J. Cunneen, Substitutue,	32 Freedom	I 1879

STEEP BROOK SCHOOL.

Two Rooms.

NORTH MAIN STREET, OPPOSITE ASHLEY STREET.

		Date of Elec- Grade tion
William T. Collins, Principal,	631 Tower	IX,VIII,VII,VI,V 1910
Mabel E. Harris, Prin. Asst.	807 Plymouth Ave.	VII,VI,V 1899
Stella M. Connor, Substitute,	3820 North Main	IV,III,II,I 1906
Susan E. Bliffins, Assistant,	3024 North Main	II,I 1890

WESTALL SCHOOL.

Twelve Rooms and Hall.

MAPLE STREET, BETWEEN SCHOOL AND JUNE STREETS.

		Grade	Date of Elec- tion
George W. Locke, Principal,	2123 Highland Ave.	IX	1856
Mary L. Locke, Prin. Ass't.,	2123 Highland Ave.	IX	1883
Annie C. Bush,	301 High	VIII	1884
Mabel Harlow,	266 Pine	VIII,VII	1905
Fanny H. Learned,	301 High	VII	1904
Harriet B. Silvia,	94 Underwood	VII	1899
Sarah B. Sampson,	101 Winter	VI	1901
Mary E. Young,	127 Ward	VI	1899
Ida M. Wild,	28 Chaloner	V	1903
Josephine Chace,	94 Lincoln Ave.	V,IV	1903
Mary R. Shay,	62 St. James	IV	1905
Mary N. Tripp,	34 Franklin	III,II	1887
M. Ella Berry, Substitute,	137 Cherry	III,II	1883
Jessie W. Golden,	279 Grove	II,I	1897

WILLIAM S. GREENE SCHOOL.

Ten Rooms and Hall.

CAMBRIDGE STREET, CORNER OF LAPHAM STREET.

		Grade	Date of Elec- tion
William A. Hart, Principal,	233 Purchase	IX,VIII	1908
Hattie R. Lawton, Prin. Ass't.	836 New Boston Rd.	IX,VIII	1898
Joanna E. Sullivan,	309 Linden	VII	1898
Mary E. Holt, Substitute,	41 Foster	VII	1906
Ellen F. Dillon,	131 Foster	VI	1903
Emily L. Clegg,	171 Warren	V	1904
Jeannette Swindells,	830 Davol	V,IV	1906
Julia E. Harrington,	52 Covel	IV	1905
Rachel Black,	576 Plymouth Ave.	III	1904
Margaret E. Shea,	20 Freedom	II	1905
Elena J. Frank,	928 Middle	I	1889

KINDERGARTEN.

		Date of Elec- tion
Maud E. Buffinton, Principal,	515 South Main	1896
Ethel M. Griffiths, Assistant,	806 President Ave.	1909

 INTERMEDIATE AND PRIMARY SCHOOLS.

ANAWAN STREET SCHOOL.

Four Rooms.

ANAWAN STREET, NEAR SOUTH MAIN STREET.

		Date of Elec- tion
Emma J. Enwright, Principal,	123 Ridge	IV 1883
Susan A. Perkins,	293 Ridge	III,II 1896
Margueritha E. Frank,	928 Middle	I 1884

KINDERGARTEN.

		Date of Elec- tion
Caroline L. Gee, Principal,	188 Hanover	1893
Harriet E. Graves, Assistant,	186 Maple	1907

BORDER CITY SCHOOL.

Six Rooms.

NORTH MAIN STREET, BETWEEN NORTH MAIN AND CRESCENT
STREETS.

		Date of Elec- tion
Sarah M. Hambly, Principal,	4380 North Main	IV 1870
Theresa A. Coyle, Prin. Ass't.	293 Linden	IV 1906
Julia S. Lothrop,	3320 North Main	II 1885
Ruth E. Brown,	3320 North Main	II 1892
Rosa M. Dowd,	127 Pearce	II 1894
Rebecca Cook,	506 North Main	I 1902
Mary A. Slade,	54 School	I 1900
Elizabeth J. Leary,	76 Cottage (Special Class,)	1906

KINDERGARTEN.

		Date of Elec- tion
Sarah A. Thackeray, Principal,	1331 Davol	1897
Elizabeth S. Remington, Ass't.	285 Grove	1897

BOWEN STREET SCHOOL.

Two Rooms.

BOWEN STREET, BETWEEN GLOBE AND SLADE STREETS.

		Date of Elec- tion
Amy A. Chace, Principal,	59 Bowen	IV,III 1893
Iva L. Brightman,	76 Warren	II,I 1906

BROADWAY SCHOOL.

Four Rooms.

DIVISION STREET, CORNER OF BROADWAY.

		Grade	Date of Elec- tion
Blanche N. Wilbur, Principal,	515 South Main	IV	1889
Mary G. Moran,	63 Cottage	III	1900
Margaret E. G. Morriss,	565 Broadway	I	1901
Elsie F. Stuart,	45 Ridge	I	1899

BROWN SCHOOL.

Six Rooms.

BEDFORD STREET, OPPOSITE VARLEY STREET.

		Grade	Date of Elec- tion
Frances O. Grinnell, Principal,	378 South Main	V	1871
Alma S. Bennett, Prin. Ass't.,	61 Bright	V	1903
Louise S. Manning,	168 Linden	IV	1905
Katherine A. Burke,	591 Fourth	III	1897
Mary A. Nannery,	222 Linden	II	1906
Ada B. Skelton,	708 Walnut	II, I	1896
Cassie L. Gold,	601 Locust	I	1893

COUGHLIN SCHOOL.

Eight Rooms.

PLEASANT STREET, OPPOSITE SWINDELLS STREET.

		Grade	Date of Elec- tion
Isabel J. Fraser, Principal,	533 Hanover	V	1879
Annie G. Sullivan, Prin. Ass't.	391 Whipple	V	1899
Delia M. Manchester,	189 Franklin	IV	1894
Mary Regan,	27 Weybosset	IV, III	1901
Margaret E. Taylor,	624 Eastern Ave.	III	1893
Margaret J. Regan,	27 Weybosset	II	1896
Eva M. King,	155 Grant	II	1903
Eva M. V. Morriss,	565 Broadway	I	1905
Florence M. Crapo,	95 Walnut	I	1905

DANFORTH STREET SCHOOL.

Four Rooms.

DANFORTH STREET, BETWEEN WALNUT AND LOCUST STREETS.

		Date of Elec- Grade tion
Isabel L. Connell, Principal,	290 Beacon	V,IV 1884
Barbara G. Thompson,	431 Prospect	III 1879
Leonora A. Reed,	241 Pine	II 1881
Adeline Hammond,	252 Highland Ave.	I 1883

DAVOL SCHOOL.

Eight Rooms.

FLINT STREET, BETWEEN CONANICUS AND PLEASANT STREETS.

		Date of Elec- Grade tion
Katharine M. E. Hurley, Principal	663 June	V 1878
Maud A. Mathews, Prin. Ass't.,	13 Buffinton	V 1902
Agnes M. Malcolm, Sub. Prin. Ass't.	120 Locust	V 1908
Mabel H. Little,	130 Rock	V,IV 1907
Mary T. Burns,	45 Thompson	IV,III 1906
Katherine Scanlan,	93 Pine	III 1903
Martha R. Phillips,	123 June	III,II 1904
Ella L. Dodge,	359 Prospect	II 1892
Carrie B. Dinehart,	485 No. Main	I 1897
Helen V. Hurley,	605 Second	I 1903

EASTERN AVENUE SCHOOL.

Four Rooms.

EASTERN AVENUE, BETWEEN BARRE AND GAGNON STREETS.

		Date of Elec- Grade tion
Margaret J. Thompson, Principal,	431 Prospect	V,IV 1881
Sarah M. Manchester,	326 Bank	III 1881
Mary M. Babcock,	506 Prospect	II 1893
Annie W. C. Wyatt,	214 Third	I 1898

FERRY LANE SCHOOL.

Four Rooms.

NORTH MAIN STREET, OPPOSITE NARRAGANSETT STREET.

		Date of Elec- Grade tion
Elizabeth A. Kelly, Principal,	92 Park	IV 1886
Mary W. Borden,	764 Davol	IV,III 1901

		Date of Elec- Grade tion
Alice E. Burns,	45 Thompson	II 1904
Flora P. McKenney,	565 Durfee	I 1901

JAMES M. ALDRICH SCHOOL.

Eight Rooms.

HARRISON STREET, BETWEEN PLEASANT AND ALDEN STREETS.

		Date of Elec- Grade tion
Delia A. Corbett, Principal,	3 Hambly	V 1883
Abbie F. Meeson, Prin. Ass't.	366 Bank	V 1894
Lillian W. Smith,	103 Oak	IV 1894
Addie E. Coggeshall,	37 Stafford Rd.	III 1894
Helen E. McWilliam,	857 Second	II 1903
Elizabeth A. Regan,	27 Weybosset	II 1896
Helen M. Leary,	76 Cottage	I 1900
Elizabeth C. Ryan,	198 Hanover	I 1905
Elizabeth G. Sullivan,	48 Almy	I 1903

LAUREL LAKE SCHOOL.

Four Rooms.

LAUREL STREET, CORNER OF AETNA STREET.

		Date of Elec- Grade tion
Julia A. Harrington, Principal	706 Broadway	IV,III 1891
Mary E. McDermott,	943 South Main	III 1901
Mary E. Hill,	34 Linden	II,I 1900
B. Agnes Dwyer,	400 Bedford	I 1903

LOWER NEW BOSTON SCHOOL.

One Room.

NEW BOSTON ROAD, NEAR PHILLIPS STREET.

		Date of Elec- Grade tion
Edith H. Milne, Principal,	263 Pine	IV,III,II,I 1901

MOUNT HOPE AVENUE SCHOOL.

Four Rooms.

MOUNT HOPE AVENUE, NEAR SOUTH MAIN STREET.

		Date of Elec- Grade tion
Isadore M. F. Hathaway, Principal,	49 Stafford Rd.	IV 1893
Jennie F. Field,	25 Lester	III 1904

		Date of Elec- Grade tion
Margaret J. A. Sullivan,	668 Third	II 1893
Ada D. McGraw,	56 Tecumseh	I 1903

PINE STREET SCHOOL.

Six Rooms.

PINE STREET, BETWEEN TREMONT AND ORANGE STREETS.

		Date of Elec- Grade tion
Estelle W. Essex, Principal,	16 Old Colony	IV 1884
Lavinia B. Malcom,	133 Linden	III 1881
Mabel H. Remington,	285 Grove	III,II 1886
Annie B. W. Munroe,	289 Pine	II 1888
Catherine C. Kelly,	168 Linden	I 1887
Margaret H. Murphy,	309 Hanover	I 1900

RUGGLES SCHOOL.

Eight Rooms.

PINE STREET, CORNER OF SEABURY STREET.

		Date of Elec- Grade tion
Emily C. Lewin, Principal,	94 Cherry	IV 1883
Mary E. Crawford, Prin. Ass't.,	984 High	IV 1897
Mary E. Shay,	49 Hillside	IV 1902
Jennie H. Brown,	269 Locust	III 1881
Mary A. Hathaway,	312 Columbia	III 1870
Margaret V. Mahoney,	34 Malvey Ave.	II 1897
Mary E. Leonard,	30 Thompson	II 1896
Teresa U. Ryan,	198 Hanover	I 1901
Ida G. Howard,	503 Linden	I 1883

SAMUEL LONGFELLOW SCHOOL.

Eight Rooms.

WILLIAM STREET, CORNER OF BEACH STREET.

		Date of Elec- Grade tion
Mary S. Connell, Principal,	290 Beacon	V 1890
Mary J. O'Neil, Prin. Ass't.	514 Bradford Ave.	V 1904
E. Ralphine Fothergill, Substitute	261 Ridge	V,IV 1904

		Date of Elec- Grade tion
Edna Dubois,	4 Oliver	IV 1895
Catharina A. Silvia,	539 Division	III,II 1899
Rebecca A. Gifford,	627 Maple	III 1905
Marcella D. Stirling,	71 Oliver	II 1899
Mary E. Ryder,	R.521 Division	I 1898
Cora L. Wilde,	288 Madison	I 1904
Margaret G. Mooney,	261 Spring (Special Class.)	1906

TUCKER STREET SCHOOL.

Four Rooms.

TUCKER STREET, CORNER OF LAMPHOR STREET.

		Date of Elec- Grade tion
Cora C. Sherman, Principal,	34 Barnaby	IV 1889
Edith E. Chace,	406 Durfee	III,II 1903
Harriet A. Bowen,	175 Franklin	II 1893
Agnes A. McCloskey,	693 Plymouth Ave.	I 1904

WILLIAM CONNELL SCHOOL.

Eight Rooms.

PLYMOUTH AVENUE, BETWEEN DOVER AND TECUMSEH STREETS.

		Date of Elec- Grade tion
Margaret E. Brennan, Principal,	288 Second	V 1876
Ethel deC. Cuttle, Prin. Ass't.	531 South Main	V 1904
Katharine F. McCann,	28 Cottage	V 1887
Lydia M. Smith,	285 Whipple	IV 1895
Irene C. Wilde,	288 Madison	IV 1905
Nellie G. Bronson,	145 Grove	III 1882
Katherine M. Moran,	63 Cottage	III,II 1888
Mary L. Creigh, Substitute,	388 Bradford Ave.	III,II 1906
Annie M. Smith,	285 Whipple	II,I 1890
Anna V. Dillon,	131 Foster	I 1892

PRIMARY SCHOOLS.

BROWNELL STREET SCHOOL.

Four Rooms.

BROWNELL STREET, CORNER OF ROCK STREET.

		Date of Elec- Grade tion
Susan P. Collins, Principal,	306 Bank	III 1884
Ellen B. Hudson,	52 Barnaby	II 1883

		Date of Elec- Grade tion
Lillian G. M. Dowd, Substitute,	127 Pearce	II 1902
Elizabeth C. Finneran,	484 Linden	II,I 1891
Margaret L. Dunn,	815 Walnut	I 1905

BUFFINTON STREET SCHOOL.

Four Rooms.

BUFFINTON STREET, CORNER OF TERRACE STREET.

		Date of Elec- Grade tion
Nancy Kershaw, Principal,	38 Roccliffe	III 1874
Kate A. Callahan,	1021 Rodman	II 1889
Elizabeth G. Finneran,	92 Dover	II,I 1904
Minnie L. Doe,	162 Winter	I 1881

CAMBRIDGE STREET SCHOOL.

Four Rooms.

CAMBRIDGE STREET, BETWEEN STAFFORD ROAD AND CORAL STREET.

		Date of Elec- Grade tion
Julia V. Brennan, Principal,	288 Second	III 1889
Jennie E. Freeborn,	28 Prospect Pl.	II 1882
Annie L. Kelley,	553 Second	II,I 1894
Mary H. W. Crosson,	415 Bay	I 1905

CANAL STREET SCHOOL.

Two Rooms.

CANAL STREET, BETWEEN SPRING AND FERRY STREETS.

		Date of Elec- Grade tion
Mary C. Roche, Principal,	512 Cherry	II 1891
Marion E. Jordan,	391 Middle	I 1905

CHACE SCHOOL.

Four Rooms.

RODMAN STREET, BETWEEN WARREN AND SOMERSET STREETS.

		Date of Elec- Grade tion
Luella J. Manchester, Principal,	131 Warren	III 1887
Rose C. Garity,	49 Lyon	II 1906
Helena M. Murphy,	762 Second	I 1902
Mary N. Curran,	111 Warren	I 1903

COLUMBIA STREET SCHOOL.

Four Rooms.

COLUMBIA STREET, CORNER OF FOUNTAIN STREET.

		Date of Elec- Grade tion
Mary A. Tower, Principal,	107 Winter	III 1869
Mary A. Keyes,	574 William	II 1889
Rosella G. Moran,	56 Winter	II,I 1897
Annie C. Tracy,	325 Columbia	I 1904

COVEL STREET SCHOOL.

Four Rooms.

COVEL STREET, CORNER OF DONNELLY STREET.

		Date of Elec- Grade tion
Julia A. Lynch, Principal,	309 Linden	III 1884
Katharine S. Fennelly,	South Somerset	III,II 1902
Emma C. Quinn,	556 Bedford	II,I 1898
Flora E. Mosher,	770 Locust	I 1893

FULTON STREET SCHOOL.

Four Rooms.

FULTON STREET, BETWEEN WELLINGTON AND ESSEX STREETS.

		Date of Elec- Grade tion
Beulah V. Collins, Principal,	186 Maple	III 1881
Anna Brownell,	1025 Rock	II 1902
Mary G. Sheedy,	1336 North Main	I 1900
Mary C. O'Neil,	Pottersville	I 1902

LINDEN STREET SCHOOL.

Four Rooms.

LINDEN STREET, CORNER LOCUST STREET.

		Date of Elec- Grade tion
Ellen L. Carter, Principal,	101 Rock	III 1880
Mary W. Hart,	193 Winter	III 1896
Sara K. Jones,	Warren, R.I.	II,I 1896
Fannie G. Conroy,	491 Prospect	I 1890

LINDSEY STREET SCHOOL.

Four Rooms.

LINDSEY STREET, CORNER OF GEORGE STREET.

		Grade	Date of Elec- tion
Louise Remington, Principal,	285 Grove	III	1887
Cora B. Terry,	344 Highland Ave.	II	1895
Susan Thackeray,	1331 Davol	II,I	1892
Lillian G. M. Dowd,	127 Pearce	I	1902
Grace B. Dearden, Substitute	75 Hathaway	I	1908

PLEASANT STREET SCHOOL.

PLEASANT STREET, CORNER OF EASTERN AVENUE.

		Grade	Date of Elec- tion
Catharine Desmond, Principal,	537 Maple	III	1880
Mary A. Reilly,	713 Walnut	II,I	1902
Mary Alcock,	588 June	I	1900
Susan O. Finnegan,	1113 Bedford (Special Class)		1909

KINDERGARTEN.

		Date of Elec- tion
Mabel A. Robertson, Principal,	153 Belmont Ave.	1894
Anna G. McNally, Assistant,	629 Highland Ave.	1906

SUBURBAN SCHOOLS.

COPICUT SCHOOL.

One Room.

COPICUT ROAD NEAR YELLOW HILL ROAD.

		Date of Elec- tion
Edmund W. Ogden, Principal,	261 Mount Pleasant	1910

NORTH FALL RIVER SCHOOL.

One Room.

NORTH OF STEEP BROOK.

Bernise D. Lawrence, Principal,	5225 North Main	1905
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UPPER NEW BOSTON SCHOOL.

One Room.

MERIDIAN STREET.

A. Louise Allen, Substitute Prin.	190 Ridge	1909
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WATUPPA SCHOOL.

One Room.

BLOSSOM ROAD.

Annette E. Pettey, Principal,	235 Blossom Rd.	1892
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SUPERVISORS.

		Date of Elec- tion
Walter J. Titcomb, Music,	250 Cherry	1889
William E. Braley, Drawing,	910 Robeson	1902
Margaret T. Hurley, Reading,	663 June	1888
Alice M. Russell, Sewing,	18 Hillside	1896

SEWING DEPARTMENT.

		Date of Elec- tion
Alice M. Russell, Supervisor,	18 Hillside	1896
Annie Clarkson,	539 Division	1897
Josephine S. Louette,	143 Fourth	1901
Agnes V. McKenna,	57 Hanover	1906
Mary J. Quinn,	46 Forest	1907
Elizabeth B. Ward,	101 Rock	1910

TRUANT OFFICERS.

		Date of Elec- tion
Isaiah Lord,	84 Horton	1891
Frank M. Milne,	153 Fourth	1906
William Stewart,	915 Rock	1907
James D. Murphy,	73 Pearl	1908
John F. Murphy,	306 Hamlet	1909
Henry Wade,	112 Hanover	1909

CLERKS.

Sarah J. Connell,	First Clerk,	452 South Main
Florence E. Chase,	Stenographer,	126 Danforth
Charles McL. Hadley,	Supply Clerk,	693 Walnut

UNASSIGNED LIST.

Teachers whose names are on this list are employed as substitutes or assistants, when occasions require.

Lucie L. Adam,	290 Ridge
A. Louise Allen,	190 Ridge
Helen Allen,	565 June
Gertrude V. Augustus,	132 Brown
Mary E. E. Bailey,	153 Hunter
Elsie Barlow,	55 Prospect
Mary J. S. Bates,	171 Winthrop
Harriet P. Bennett,	693 Walnut
M. Ella Berry,	137 Cherry
Carrie M. Brightman,	1538 North Main
Ella V. Brow,	154 Cottage
Lois M. Brown,	268 Locust
Frances S. Buck,	199 Purchase
Mary R. Buck,	114 Prospect
Elizabeth C. Butterworth,	201 Harrison
Mary M. Campbell,	394 Anawan
Mary E. Carey,	791 Rodman
M. Genevra Carr,	431 South Main
Sarah E. Childs,	2951 North Main
Caroline M. Church,	568 Pine
Lucy M. Church,	Tiverton, R. I.
Margaret M. Clarkson,	912 Plymouth Ave.
Venesia A. Clorite,	120 Park
Rachel B. Cluny,	51 Morse Place
Hannah E. Connolly,	123 Lindsey
Mary E. V. Connors,	914 Rock
Eleanor G. Corrigan,	146 Brown
Elizabeth V. Coyle,	786 Locust
Agnes D. Crawford,	984 High
Mary L. Creigh,	388 Bradford Ave.
Sarah Cunningham,	New Bedford
Luella A. Cuttle,	531 South Main

Margaret T. Daley,	370 Ridge
Lena M. Davis,	35 Forest
Grace B. Dearden,	75 Hathaway
Leonora A. Donovan,	491 Linden
Agnes C. V. Downs,	29 Coggeshall
Mary G. Dunn,	114 Hamlet
Mary E. Dwyer,	400 Bedford
Lillian Ferguson,	South Somerset
Susan O. Finnegan,	1113 Bedford
E. Ralphine Fothergill,	261 Ridge
Agnes T. France,	28 Thomas
Ethel S. French,	164 Cherry
Gertrude M. Graham,	382 Tecumseh
Eva F. Hale,	103 Globe
Mary L. V. Harrington,	97 Elm
Mildred G. Harrington,	92 Park
Bessie B. Harrison,	1236 High
Edith M. Harrison,	1236 High
Elizabeth G. Hart,	988 Stafford Road
Lillian L. Harvey,	66 Garfield
Maud A. Hathaway,	49 Stafford Road
Margaret M. Hayden,	457 Linden
Margaret Heatley,	371 Hanover
Harriet E. Henry,	328 French
Mary J. Higgins,	702 King Philip
Ella F. Hill,	34 Linden
Sarah V. Hill,	34 Linden
Mary E. Holt,	41 Foster
Angela G. Honan,	424 Division
M. H. Eloise Hooper,	350 North Main
Gertrude M. Hurley,	90 Stanley
Sarah E. Jackson,	341 Washington
Rachel Jones,	699 June
Loretta F. Kennedy,	900 Stafford Road
Alice G. Langford,	35 Ridge
Elizabeth A. Leary,	102 Barlow

Elizabeth J. Leary,	76 Cottage
Ida A. LeBoeuf,	354 Hood
Annie A. Lyman,	154 Hanover
Cornelia C. Mackie,	1034 Plymouth Avenue
Annie E. Malady,	522 Bradford Avenue
Agnes M. Malcolm,	120 Locust
Sarah C. Marnoch,	379 Jefferson
B. Irene Mathewson,	391 Middle
Gertrude M. Mathewson,	391 Middle
Helen I. McAdams,	35 Pine
Timothy McCarthy,	830 Locust
Anna V. McCooe,	183 Whipple
Mary F. McDermott,	50 Stetson
Mary E. McDonald,	642 Maple
Cora A. McGowan,	Swansea
Corella McKenna,	57 Hanover
Genevieve B. McKenna,	57 Hanover
Lena E. McMahon,	158 Fourth
Ellen T. McMullen,	15 Almy
Agnes G. McNally,	629 Highland Avenue
Helen A. Mello,	31 Hart
Florence G. Mercer,	111 Cottage
Marian G. Milne,	263 Pine
Margaret G. Mooney,	261 Spring
Lillian D. Morrison,	2009 Robeson
Anna G. Murphy,	579 Durfee
Margaret C. Murphy,	690 South Main
Ruth C. Murray,	1051 Stafford Road
Annie E. Nestor,	156 Stafford Road
Nina B. Nuttall,	123 Locust
Ernest W. Ochampaugh,	1291 Bedford
Mary F. O'Connor,	319 Columbia
Letitia M. Oliver,	36 Buffinton
Katherine A. O'Neil,	514 Bradford Avenue
Annie S. Palmer,	130 Elm
Florence M. Paquin,	307 Broadway

Anna B. Pearce,	81 Hood
Louisa A. Power,	575 William
Mary J. Quinn,	145 Tremont
Eileen F. Quirk,	73 Pine
Iola E. Reid,	503 Linden
Kathryn A. Reilly,	713 Walnut
John E. Robinson,	82 Rockland
Honora M. Roche,	1073 Plymouth Avenue
Margaret C. Rourke,	110 Whipple
Elizabeth C. Shay,	49 Hillside
Emma C. Shay,	49 Hillside
Elizabeth F. Shea,	198 Cottage
Teresa A. Shea,	30 Richmond
Lydia A. Slade,	Touisset
Elizabeth Smith,	57 Arizona
Edith F. Soverino,	101 Holland
Irene F. Stratton,	160 Buffinton
Elizabeth C. Sullivan,	95 Cottage
Gertrude G. Sullivan,	816 Davol
Margaret E. Sullivan,	110 Park
Helen L. Thomas,	280 Third
Hazel J. Tower,	117 Winter
Lottie W. Wainwright,	533 Broadway
Mary H. Warren,	24 Leonard
Jennie A. Washburn,	382 Grove
Alice F. Wild,	28 Chaloner
Bertha E. Williston,	47 Massasoit
Martha E. Wood,	719 Broadway,
Edith F. Woodland,	197 Ridge

TERMS AND VACATIONS.

January 2 to April 7, fourteen weeks. Spring vacation, one week.

April 17 to June 30, eleven weeks. Summer vacation.

STORMY DAYS.

On very stormy days the fire alarm will be struck at 7:50 a. m. to indicate that there will be no morning session in any of the schools; at 8:10 a. m., that there will be no morning session in the primary schools; at 12:45 p. m., that there will be no afternoon session in any of the schools; at 6:15 p. m., that there will be no session of the evening schools.

The signal number is 222 struck twice.

TEXT BOOKS.

GRAMMAR, INTERMEDIATE AND PRIMARY SCHOOLS.

ALGEBRA. Atwood's Exercises in.

ARITHMETIC. Smith's, Advanced, Intermediate, Practical, Primary; Problem Books, Dubbs' Part 1, 2, and Complete.

BOOKKEEPING. Mersurvey's Single Entry.

CIVIL GOVERNMENT. Mowry's Elements of, Massachusetts Edition.

DICTIONARIES. Webster's, International, Collegiate, Academic and Common School.

GEOGRAPHIES. Frye's First Steps in Geography, Grammar School Geography; Dodge's, Elementary Advanced; Tarr and McMurry's New Geography, First and Second books of two-book series.

GRAMMAR. Metcalf's, Elementary, English.

HISTORY. Channing's Short, of United States, Tappan's Our Country's Story.

HYGIENE. Gulick Hygiene Series, Good Health, Emergencies, Town and City, Body at Work, Control of Mind and Body.

PHYSICS. Gifford's Elementary Lessons.

PHYSIOLOGY. Eclectic.

READERS. Alternate Normal, First, Second and Third; Around the World Book 1; Cyr's Primer, First and Second; Davis' Beginners', Second, Third and Fourth; Fable and Folk Stories Parts One and Two, Scudder's; First Days in School; Foreigners, New American Citizen, Mintz; English for Foreigners, O'Brien; Geographical, King's Part One; Harper's Fourth; Language, Baker and Carpenter, Fifth year, Parts One and Two, Sixth year, Parts One and Two; Riverside Literature Series, Leaflets, Holmes, Longfellow, Lowell, Whittier; Monroe's, First, Second, Third and Fourth; New Education, Books One, Two Three and Four; Normal Fourth; Our Little Book; Primers, Hiawatha, Interstate and First Reader, Riverside; Progressive Course in, First, Second, Third and Fourth; Progressive Road to, First, Second and Third; Rand McNally Lights to Literature Book Four; Silver Burdett, First, Second, Third and Fourth; Williams' Choice Literature Grammar, Books One and Two; Williams Choice Literature Intermediate Books One and Two.

SINGING BOOKS. Cecilian, Book Three; Normal

First, Second, Part One and Two and Introductory Third; Patriotic Songs.

SPELLING BOOKS. Harrington, Parts One and Two and Complete; Morse, Parts One and Two and Complete.

WRITING BOOKS. Spencer's Practical, Books One, Two, Three, Four, Five, Six and Seven.

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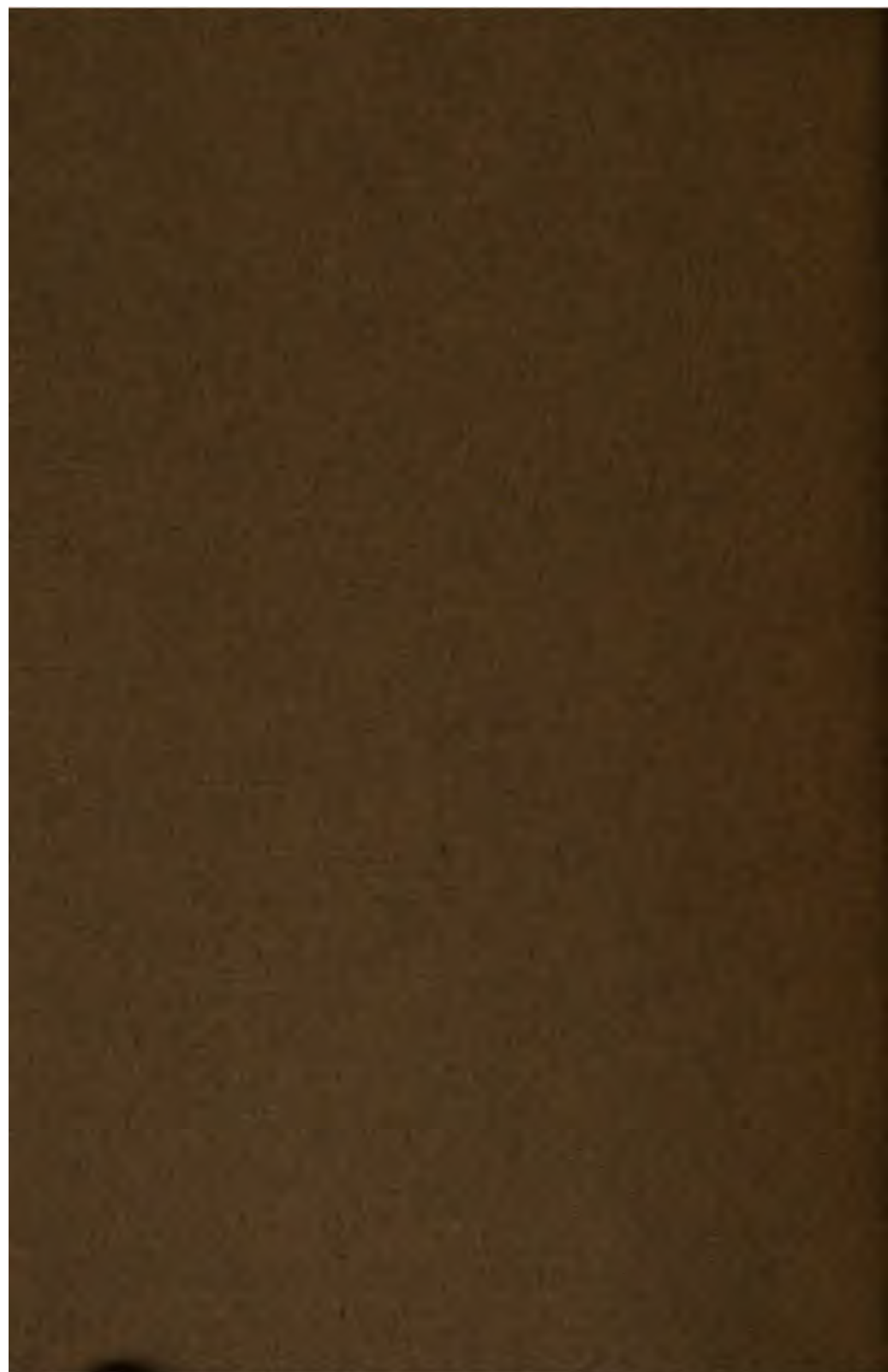
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SCHOOL REPORT
1911



FALL RIVER
MASSACHUSETTS



ANNUAL SCHOOL REPORT

OF THE

CITY OF FALL RIVER

1911



FALL RIVER, MASS.
DOVER PRESS, PRINTERS, 43 FOURTH ST.,
1912.

CITY OF FALL RIVER.

In School Committee, April 9, 1912.

At a meeting of the School Committee, held April 9, 1912, it was voted to accept the report of the Superintendent of Schools for 1911, and to authorize the printing of 2,500 copies of the report.

EVERETT B. DURFEE,

Secretary.

School Committee.

1911.

Term expires
first Monday
in January

EDWARD S. ADAMS, 660 Rock Street,	1912
ARTHUR I. CONNELL, M.D., 452 So. Main St.,	1912
WILLIAM J. MARTIN, D.D., 268 Highland Ave.,	1912
THOMAS J. ASHTON, 34 Ashton Street,	1913
CHAUNCEY H. BLODGETT, 31 South Street,	1913
IRAM N. SMITH, 122 Highland Ave.,	1913
SPENCER BORDEN, JR., Interlachen,	1914
CHARLES L. HOLMES, 381 Pine Street,	1914
GEORGE T. WILEY, 47 Lindsey Street,	1914

ORGANIZATION.

EDWARD S. ADAMS, *Chairman.*
EVERETT B. DURFEE, *Secretary.*

REGULAR MEETINGS OF THE COMMITTEE.

January 2nd,	May 2nd,	October 3rd,
February 7th,	June 6th,	November 7th,
March 7th,	July, Subject to call	December 5th,
April 4th,	September 5th,	

SUPERINTENDENT OF SCHOOLS.

EVERETT B. DURFEE, Residence, 565 Maple St.

OFFICE HOURS.

From 11.30 to 12.30 school days.

Tuesdays from 4.00 to 5.30.

Saturdays, 10.00 to 12.00.

Sub-Committees and their Districts.

1911.

The schools are divided into three districts, and placed under the supervision of sub-committees of the board.

Dr. Martin, Mr. Ashton and Mr. Adams are the sub-committee of the first division, which embraces Anawan Street, Bowen Street, Broadway, Canal Street, Columbia Street, Davenport, Fowler, George B. Stone, Harriet T. Healy, Laurel Lake, Mount Hope Avenue, N. B. Borden, Osborn Street, Robeson, Samuel Longfellow, Slade, Tucker Street Schools, and Anawan Kindergarten.

Dr. Connell, Mr. Blodgett and Mr. Holmes are the sub-committee of the second division, which embraces Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, James M. Aldrich, Pleasant Street, Samuel Watson, William Connell, William S. Greene Schools, Pleasant Street and William S. Greene Kindergartens.

Mr. Wiley, Mr. Smith and Mr. Borden are the sub-committee of the third division, which embraces Borden, Border City, Brownell Street, Copicut, Danforth Street, Ferry Lane, Fulton Street, Highland, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Ruggles, Steep Brook, Upper New Boston, Watuppa, Westall Schools and Border City Kindergarten.

The foregoing sub-committees are charged with the care of the evening schools in their respective districts.

Standing Committees.

1911.

On Visitation Northern District, Mr. Wiley,
Mr. Smith, Mr. Borden.

On Visitation Central District, Dr. Connell, Mr.
Blodgett, Mr. Holmes.

On Visitation Southern District, Dr. Martin,
Mr. Ashton, Mr. Adams.

On Drawing Schools, Mr. Wiley, Mr. Holmes,
Mr. Borden.

On Rules, Regulations and Courses of Study,
Dr. Martin, Mr. Smith, Mr. Ashton.

On High School, Dr. Martin, Dr. Connell, Mr.
Blodgett, Mr. Adams.

On Normal Training School, Mr. Smith, Mr.
Wiley, Mr. Ashton, Mr. Adams.

On Salaries, Mr. Blodgett, Mr. Wiley, Mr. Holmes.

On Finance and Auditing Accounts, Mr. Wiley,
Mr. Smith.

On Teachers, Dr. Martin, Dr. Connell, Mr.
Ashton.

On Books and Supplies, Dr. Connell, Mr. Blodgett,
Mr. Borden.

On Sewing, Mr. Ashton, Mr. Borden, Mr. Holmes.

School Committee.

1912.

	Term expires first Monday in January
THOMAS J. ASHTON, 34 Ashton Street,	1913
CHAUNCEY H. BLODGETT, 31 South St.,	1913
IRAM N. SMITH, 122 Highland Ave.,	1913
SPENCER BORDEN, JR., Interlachen,	1914
CHARLES L. HOLMES, 381 Pine Street,	1914
GEORGE T. WILEY, 47 Lindsey Street,	1914
WILLIAM A. DOLAN, M.D., 548 So. Main St.,	1915
ALDAI GOYETTE, 53 Palmer Street,	1915
JEAN A. PREVOST, 529 Eastern Avenue,	1915

ORGANIZATION.

GEORGE T. WILEY, *Chairman.*

EVERETT B. DURFEE, *Secretary.*

REGULAR MEETINGS OF THE COMMITTEE.

January 1st,	May 7th,	October 1st,
February 6th,	June 4th,	November 5th,
March 5th,	July 2nd,	December 3rd.
April 2nd,	September 3rd,	

SUPERINTENDENT OF SCHOOLS.

EVERETT B. DURFEE, Residence, 565 Maple St.

OFFICE HOURS.

From 11.30 to 12.30 school days.

Tuesdays from 4.00 to 5.30.

Saturdays, 10.00 to 12.00.

Sub-Committees and their Districts.

1912.

The schools are divided into three districts, and placed under the supervision of sub-committees of the board.

Mr. Ashton, Dr. Dolan and Mr. Goyette are the sub-committee of the first division, which embraces Bowen Street, Broadway, Columbia Street, Davenport, Fowler, George B. Stone, Harriet T. Healy, John J. McDonough, Laurel Lake, Mount Hope Avenue, N. B. Borden, Osborn Street, Robeson, Samuel Longfellow, Slade, Tucker Street Schools, and John J. McDonough Kindergarten.

Mr. Blodgett, Mr. Holmes and Mgr. Prevost are the sub-committee of the second division, which embraces Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, Hugo A. Dubuque, James M. Aldrich, Pleasant Street, Samuel Watson, William Connell, William S. Greene Schools, Bedford Street, Pleasant Street and William S. Greene Kindergartens.

Mr. Smith, Mr. Borden and Mr. Wiley are the sub-committee of the third division which embraces Borden, Border City, Brownell Street, Copicut, Danforth Street, Ferry Lane, Fulton Street, Highland, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Ruggles, Steep Brook, Upper New Boston, Watuppa, Westall schools, and Border City Kindergarten.

The foregoing sub-committees are charged with the care of the evening schools in their respective districts.

Standing Committees.

1912.

On Visitation Northern District, Mr. Smith,
Mr. Borden, Mr. Wiley.

On Visitation Central District, Mr. Blodgett,
Mr. Holmes, Mgr. Prevost.

On Visitation Southern District, Mr. Ashton,
Dr. Dolan, Mr. Goyette.

On Drawing Schools, Mr. Holmes, Mr. Blodgett,
Mr. Goyette.

On Rules, Regulations and Courses of Study,
Mr. Holmes, Mr. Ashton, Mgr. Prevost.

On High School, Mr. Borden, Dr. Dolan, Mr.
Smith, Mr. Wiley.

On Normal Training School, Mr. Blodgett, Dr.
Dolan, Mgr. Prevost, Mr. Wiley.

On Salaries, Mr. Blodgett, Mr. Holmes, Mgr.
Prevost.

On Finance and Auditing Accounts, Mr. Smith,
Mr. Holmes.

On Teachers, Mr. Ashton, Mr. Smith, Mr. Goy-
ette.

On Books and Supplies, Mr. Smith, Mr. Borden,
Dr. Dolan.

On Sewing, Mr. Ashton, Mr. Borden, Mr. Goy-
ette.

Report of the Superintendent.

To the School Committee of Fall River:

GENTLEMEN:—The following is respectfully submitted as the report of the public schools for the year 1911:

SUMMARY OF STATISTICS.

Population of Fall River, May 1, 1911,	119,295
Number of children in city between five and fifteen years of age reported by census takers in September, 1911,	
Males, 10,656; females, 10,569,	21,225
Number of children between seven and fourteen years of age,	
Males, 8,249; females, 8,227.	16,476
Illiterate minors over fourteen years of age,	
Males, 740; females, 699.	1,439

GENERAL STATISTICS OF THE SCHOOLS.

For the year ending June 30, 1911.

Whole number of pupils enrolled,	16,687
Average number belonging,	14,496
Average attendance,	13,429
Percentage of attendance,	91
Number of half days attendance,	4,792,416
Number of half days absence,	369,239
Number of cases of tardiness,	26,072
Number of cases of truancy,	467
Number of cases of corporal punishment,	1,004
Number of school houses,	52
Number of sittings,	16,959
Number of pupils under five years of age,	212
Number of pupils between five and fifteen years of age,	14,777
Number of pupils between seven and fourteen years of age,	11,357
Number of pupils over fifteen years of age,	1,124

Number of separate schools,	
High, 1; grammar, 78; intermediate, 77;	
primary, 165; ungraded, 4; kindergarten, 4.	329
Number of teachers employed in the day schools,	
High, 32; grammar, 101; intermediate, 109;	
primary, 206; Normal Training, 8;	
kindergarten, 8; ungraded, 4; special, 10,	478

EVENING SCHOOLS, NOVEMBER 7, 1910 TO
MARCH 1, 1911.

Whole number of pupils enrolled,	
Males, 1842; females, 643,	2,485
Enrollment of elementary schools,	
Males, 1,336; females, 468,	1,804
Enrollment of advanced schools,	
Males, 506; females, 175,	681
Average attendance,	
Elementary, 913; advanced, 210,	1,123
Number who entered unable to read or write,	707
Number of buildings used, 17; rooms used,	63
Number of teachers employed,	
Males, 40; females, 99,	139
Whole number of evenings kept,	
Elementary, 46; advanced, 46,	46

EVENING DRAWING SCHOOLS.

Mechanical and Architectural Classes,	
Whole number of pupils enrolled,	45
Average attendance,	
Mechanical, 8; Architectural, 10,	18
Free Hand Class,	
Whole number of pupils enrolled,	
Males, 49; females, 42	91
Average attendance,	35
Whole number of evenings kept,	
Mechanical, 30; Free Hand, 31.	

FINANCIAL REPORT FOR THE YEAR ENDING
DECEMBER 31, 1911.

PUBLIC SCHOOLS,
GENERAL EXPENSES.

Appropriation, Direct Taxation,	\$23,000 00
Appropriation, General Revenue,	1,000 00

Receipts,	7,063 51
	\$31,063 51
Deficiency in General Revenue Appropriation,	180 00
	\$30,883 51

EXPENDED.

For Advertising, Annual Report, Printing,		
School Directory,	\$1,441 22	
Books and Supplies,	21,787 73	
Carriage Hire, Car Tickets, Travel,	630 16	
Diplomas and Writing,	325 70	
Electric power,	337 04	
Express, Freight, Carting Books		
and Supplies,	412 15	
Flags and Repairs,	175 93	
Horse Keeping,	396 00	
Incidentals,	31 93	
Janitor at Armory,	50 00	
Minors' License Badges,	31 70	
Music for Graduations,	44 00	
Postage and P. O. Box Rent,	82 50	
Rebinding Books,	1,135 44	
Reflectoscope and Supplies,	228 80	
Rent of and Tuning Pianos,	113 00	
Rent of Armory,	375 00	
Rent of Chairs,	205 61	
Ringing Chimes,	150 00	
School Census,	674 75	
Services of Speakers,	99 00	
Telegrams and Telephones,	154 10	
Truants, Board and Committing,	180 95	
Typewriters, Repairs and Supplies,	217 80	
		\$29,280 51
Surplus of Appropriation,		\$1,603 00
Transferred to Contingent,	3 00	
Evening Schools,	1,600 00	
		<u>\$1,603 00</u>

PUBLIC SCHOOLS, SALARIES.

Appropriation, Direct Taxation,	\$283,000 00
Appropriation, General Revenue,	70,000 00
	<u>\$353,000 00</u>
Deficiency in General Revenue Appropriation,	5,200 00
	<u>\$347,800 00</u>

EXPENDED.

For Pay Rolls: Superintendent,	\$3,000 00
Clerks,	3,212 38
Teachers,	333,772 50
Summer School Teachers,	635 20
Truant Officers,	5,082 00
High School Secretary,	780 00
Drill Master,	390 00
Carrying School Children,	451 20
	<u>\$347,273 28</u>
Surplus of Appropriation,	\$526 72
Transferred to Contingent,	<u>526 72</u>

EVENING SCHOOLS.

Appropriation, Direct Taxation,	\$7,500 00
Appropriation, General Revenue,	2,000 00
	<u>\$9,500 00</u>

EXPENDED.

For Advertising,	\$56 83
Books and Supplies,	411 22
Carriage Hire,	14 00
Carting Books and Supplies,	2 00
Pay Rolls,	10,316 75
Printing and Posting Notices,	132 49
Typewriters, Rent of, Repairs, Supplies,	90 60
Writing Certificates,	32 80
	<u>\$11,056 69</u>
Excess of Expenditures over appropriation,	\$1,556 69
Transferred from Public Schools, General Expenses,	\$1,600 00
Transferred to Contingent,	43 31
	<u>\$1,556 69</u>

The following table shows the expenditures of the City of Fall River for school purposes for the financial year ending December 31, 1911.

Expended by the School Committee:

Salaries, Day Schools,	\$347,273 28	
General Expenses, Day Schools,	29,280 51	
Salaries, Evening Schools,	10,316 75	
General Expenses, Evening Schools,	739 94	
		\$387,610 48

Expended by Public Buildings Department:

Fuel,	\$18,230 12	
Insurance on Boilers,	277 20	
Janitors' Salaries,	52,686 83	
Janitors' Supplies,	2,072 29	
Lighting,	1,666 12	
Repairs on School Houses,	23,506 18	
		\$98,438 74
		<u>\$486,049 22</u>

B. M. C. DURFEE FUND.

Cash on hand, January 1, 1911,	\$1,261 66	
Receipts in 1911,	2,513 54	
		\$3,775 20
Expended to January 1, 1912,		2,515 00
Cash on hand, January 1, 1912,		\$1,260 20

DAVIS PRIZE FUND

Cash on hand, January 1, 1911,	\$33 02	
Receipts in 1911,	65 48	
		\$98 50
Expended in 1911,		24 00
Cash on hand, January 1, 1912,		74 50

ATTENDANCE.

The population of Fall River increased by 682 during the year ending May 1, 1911. The number of illiterate minors over fourteen years of age for the year shows a large increase over the year before.

The following table gives the returns of the school census for the last five years in regard to such minors.

1907	1074	Decrease	327
1908	939	Decrease	135
1909	1144	Increase	205
1910	464	Decrease	680
1911	1439	Increase	975

According to Acts of 1909, the Massachusetts legislature defined "Minor" as a person under eighteen years of age. This partly accounts for the great decrease of 680 in the number of illiterate minors for the year 1910. This was amended by Acts of 1911 to read as follows: "'Minor' shall mean a person under eighteen years of age, except that in regard to compulsory attendance of illiterate minors at evening school, the word 'Minor' shall mean a person under the age of twenty-one years." This accounts for the large increase of 975 in the number of illiterate minors for the year 1911.

The continued increase year after year in the attendance at the evening free-hand drawing classes is significant of what might be the size of these classes if a permanent room should be provided for the drawing. This without doubt will be taken care of in the room for drawing in the new Technical high school.

The following table shows a part of the work of the Truant Officers' during 1911.

	Investigations with and without transfers.	Number of cases of contagious diseases.	Investigations of absences of evening school pupils.	Mills and places of business inspected.
Isaiah Lord.	1,989	60	52	70
Frank M. Milne.	1,685	96	48	45
William Stewart	1,867	90	84	39
James D. Murphy	1,807	95	55	126
Henry Wade,	2,390	113	140	54
John F. Murphy	1,826	222	30	49
	11,564	676	409	383

In addition to this the truant officers have actually taken into public schools 313 pupils; into parochial schools 66 pupils; the number of visits to parochial schools was 602; the number of truants taken before the court, 14; the number committed to the Union Truant School at Walpole, 2; the number of pupils excluded from school on account of contagious diseases, 1,076.

MEDICAL INSPECTION.

The summary of results in the tests for sight and hearing given by the teachers for the last five years is shown in the following table.

	No. of pupils examined.	No. found defec- tive in sight.	No. found defec- tive in hearing.
1907	13,225	2,637 or 20.6%	543 or 4.1%
1908	14,452	2,526 or 17.5%	477 or 3.3%
1909	15,371	2,209 or 14.4%	442 or 2.9%
1910	14,782	2,291 or 15.5%	395 or 2.9%
1911	14,523	2,164 or 14.3%	323 or 2.2%

The number of parents or guardians who were notified that their children's sight or hearing or both needed attention was 1333.

The names and addresses of the medical inspectors of the schools, appointed by the Board of Health are as follows:—

F. deBorgia Bergeron, M. D., 126 William St.
 J. Alexandre Bolduc, M. D., 379 East Main St.
 Thomas Cox, M. D., 1244 Pleasant St.
 John J. Gorman, M. D., 1222 North Main St.
 Ambrose A. Keeley, M. D., 943 South Main St.

John M. Leonard, M. D., 420 South Main St.
 Michael H. Shea, M. D., 517 South Main St.
 Luther J. Shepley, M. D., 29 Massasoit St.

The schools are apportioned as equally as possible among the eight inspectors.

The most important occurrence of the year in this line was the establishment of Free Clinics at the Union Hospital. The following advertisement which appeared in the daily papers of the city in May, 1911, tells the whole story.

UNION HOSPITAL IN FALL RIVER.

FREE CLINICS.

The Union Hospital offers the following clinics for the treatment of all worthy citizens whose financial condition will not permit payment for proper medical and surgical attendance.

EAR, NOSE AND THROAT

Mondays from 10.30 to 11.30 A. M.

EYE

Wednesdays from 9.00 to 10.00 A. M.

ORTHOPEDIC

Thursdays from 3.30 to 4.30 P. M.

SOCIAL SERVICE DEPARTMENT

Office Hours:

Tuesdays, Thursdays and Fridays from 2.00 to 3.00 P. M.

Entrance to all the above is on Hanover Street, in the basement.
 HIGHLAND cars pass the entrance.

Admission to the eye, ear, nose and throat clinics is by card only.
 Cards may be obtained from Social Service Department of the Hospital, physicians, or at the main office of the Hospital.

All patients desiring to take advantage of these clinics will be admitted only during the hours above named, and must accept such treatment as the Hospital prescribes, and by such members of the surgical staff as may be designated by the trustees.

These clinics are not intended for the use of patients able to pay for private treatment; and all such will be rejected, and if Hospital treatment is desirable must obtain admission to the Hospital after consultation with a physician. Others will be admitted upon such terms as they can afford to pay. In every case the patient will be expected to pay Hospital charges so far as his financial ability will permit, as the available funds for this work are limited, but no deserving patient will be rejected because of lack of funds.

By order of the Trustees. A. E. ROTHROCK, Superintendent.

A fac-simile of the card given out by the Superintendent of Schools to deserving pupils is also appended:

HOURS: Ear, Nose and Throat, Mondays, 10.30 to 11.30 A.M. Eye, - - - - - Wednesdays, 9.00 to 10.00 A.M. Orthopedic, - - - - - Thursdays, 3.30 to 4.30 P.M.	Present this card at the UNION HOSPITAL Hanover St. Entrance day between.....and.....A.P.M ----- Highland cars leave City Hall every twenty minutes.
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UNION HOSPITAL IN FALL RIVER

Name

Address

Name of Parent }
 or Guardian }

Is believed to require treatment

For.....

Referred by

Fall River greatly needs that very essential factor in medical inspection of the schools, the school nurse, in fact more than one is needed, and in my opinion three nurses would be none too many to take care of the needs of the pupils in the different schools. The one employed by the local branch of the Society for the Prevention of Cruelty to Children has done excellent work but more are needed to co-operate with the teachers in supplementing the work of the regular medical inspector. Everyone knows how important the nurse is for the physician's patient and the school nurse is equally important for best results of medical inspection of the pupils.

Another pressing need is a free Dental Clinic where the teeth of the pupils may be examined and treated. Although attention was called to the need of both the school nurse and a free Dental Clinic in my report of last year nothing has as yet been done with the exception of the nurse referred to above and I earnestly recommend these important matters to the societies of our city that make for civic pride and betterment.

DONATIONS.

Catalpa trees were presented to the pupils of the public schools by the R. A. McWhirr Company.

Seeds were furnished by the Civic Club to the pupils of grades four to nine inclusive at one cent per packet.

Justice John J. McDonough has presented to the school bearing his name an excellent full length

framed portrait of himself and two other framed pictures.

Mrs. Andrew J. Jennings has presented the school department with a Chickering square piano that has been placed in the assembly hall of the John J. McDonough School.

An unknown friend has presented framed pictures to a number of the schools.

A master of a grammar school has again presented the schools with calendars of the R. I. Humane Education Society.

The School Department hereby publicly acknowledges appreciation of the gifts and thanks to the donors.

EXHIBITION OF SCHOOL WORK.

In connection with the Cotton Centennial held in the city during the summer of 1911, the work of the schools in drawing was exhibited on the walls of the gallery surrounding the delivery room at the public library. Selections from the work of all the schools were made under the direction of the Supervisor of Drawing and favorable comments were heard on all sides about the character, quality and arrangement of the work. The thanks of the school department are due the Trustees of the Public Library and especially Mr. George W. Rankin, the librarian, for his hearty co-operation and helpfulness.

SUMMER SCHOOLS.

A principal of one of the three Summer Schools says in his report, "The Summer School experiment

of 1910 was justified by the success of 1911. The average attendance for the four weeks was 183 and during the first two weeks children were sent away because of insufficient accommodation in spite of the fact that a fifth room was opened.

The need of some provision for those pupils in the different grades in the term school who, through no fault of their own, have barely failed to be promoted or have been promoted conditionally, was shown beyond a doubt. There was a number of such who were brought up to grade and who are now doing average work in their classes. A case might be mentioned of a boy extremely deficient in the fundamental processes who, at the end of four weeks of the Summer School could do long division. Ask that boy's parents if the Summer School paid.'

The Superintendent heartily recommends the opening of at least the same number of Summer Schools for 1912 as were in service in 1911 and that he arrange with the principals of the regular schools to fill out and give to deserving pupils a printed form showing each pupil's weakness and needs, this form to be presented by the pupil to the principal of a Summer School.

In addition to regular work for those pupils striving to keep up to grade the following subjects are recommended:—Clay modeling, paper cutting with cardboard construction, bookbinding, elementary mechanical drawing, plain sewing, embroidery, cooking.

The cost of Summer Schools for 1911 is as follows:—Salaries, \$635.20; Supplies, \$49.55. Total \$684.75.

NEW BUILDINGS.

The John J. McDonough School building, named in honor of Justice McDonough, has been completed and was dedicated September 15, in the assembly hall of the building. The Mayor of the city, with brief remarks, turned the keys over to the chairman of the School Committee who, in accepting them, made a short address and introduced Justice John J. McDonough who gave the principal address of the evening. Afterwards there was a short entertainment by the pupils of the school followed by a general inspection of the building which contains twelve rooms, including the finest kindergarten room in the city, and a spacious audience hall capable of seating 600 persons. On Monday morning, September 18, Judge McDonough hoisted the flag and during the day pupils of grades five to nine inclusive, with their teachers, were transferred from the Robeson School to the John J. McDonough School and filled eight rooms. Another room is used for cooking as described elsewhere in this report and three rooms are still unoccupied as they are not yet furnished with seats and desks. These rooms are much needed to relieve the crowded conditions of the surrounding schools. The cost of the lot was \$13,984.45 and of the building \$66,700. A retaining wall is yet to be built east of the school, which will make the total

.

cost of the John J. McDonough School \$80,684.45. The building, three stories high, is constructed of brick with granite trimmings and is situated on the southeast corner of Fountain and William Streets.

The Hugo A. Dubuque School, named in honor of Judge Dubuque, was opened on Monday, October 30th. The four rooms on the lower floor are occupied by pupils of the first five grades. The pupils who reside in Oak Grove Village and who formerly were compelled to go a long distance to reach the Covell Street and Brown Schools have been transferred to the new school. The four upper rooms are not yet furnished and the yard is not properly graded. It is a fine type of buildings of eight rooms, is built of brick with granite trimmings, situated on Oak Grove Avenue, corner of Locust Street, and cost as follows: land, \$3,755; building, \$54,000; Total, \$57,755.

The William J. Wiley School, named in honor of a citizen who for many years represented the northern section of the city in the Board of Aldermen as member and president, has been completed but has not been furnished and I understand cannot be opened until the sewer is extended in that neighborhood. It is greatly needed as it would directly relieve the crowded condition of the Steep Brook and Border City Schools and indirectly relieve the Borden School and the primary schools that promote to the Borden, viz., Brownell Street, Ferry Lane, Lindsey Street and Fulton Street Schools. It is another fine type of school buildings, built of brick with stone trimmings, situated on North Main Street

corner of Canedy Street, and contains eight rooms including a kindergarten. The cost for land was \$3,500; for building, \$57,979; Total, \$61,479.

Land has been purchased on the south side of Hamlet street, corner of Whipple street, and plans have been conditionally accepted for a new school building for nine grades and kindergarten, containing twelve rooms with a large audience hall on the first floor, the second school building with that feature in the city, the Technical High School building being the first, and with provision for an open air room for anaemic children in addition to other features. The building will consist of two stories, built of brick with stone trimmings and must be built and furnished within the amount of \$85,768. The land cost \$9,146.

Preliminary work was begun in preparation for the building of the Technical High School on May 1, 1911, and although the work progressed rapidly it was impossible for the contractor to have it completely roofed in before Winter. Work was resumed as soon as the weather permitted in the Spring and will be completed so that the building will be ready for occupancy as early as possible in 1913.

COOKING.

At the regular monthly meeting of the School Board in April a communication from the Civic Club was read which stated that the members offered "to furnish a room in one of the new grammar school buildings with such equipment as may be necessary

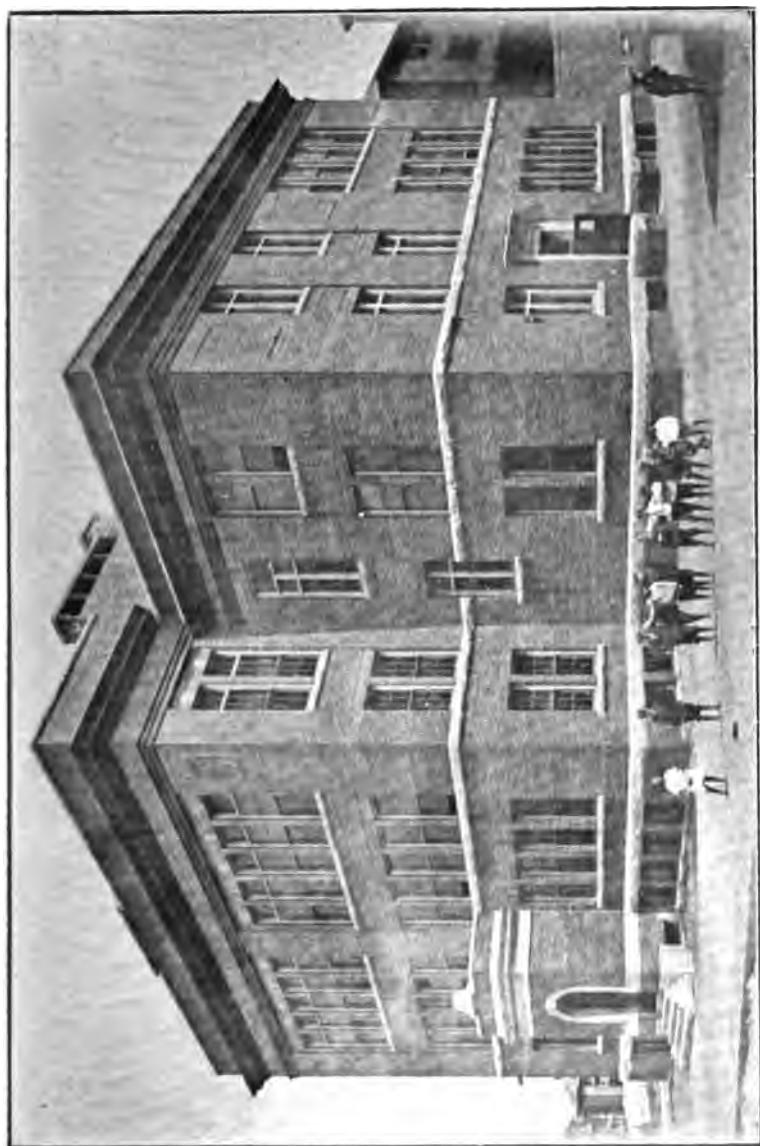
for first class instruction in cooking." This offer was made on condition that the members of the Board felt that with this assistance they could provide a suitable teacher and carry on the work.

It is needless to say that the Board accepted this generous offer of the Civic Club whose members are ever alert to assist in all progressive movements in our city, and at the same meeting voted that a room be set apart in the John J. McDonough School building for such instruction, also the use of this room for instruction in cooking at other times than the regular school days and hours and for other persons than the regular pupils of the school.

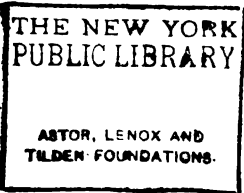
The Superintendent of Public Buildings kindly co-operated and made the necessary changes for the installation of the new work. A competent instructor was secured, a native of Fall River, Miss Willa B. Lake, who had had excellent training and experience at Albany, N. Y., and who came to us highly recommended in her chosen calling.

Regular classes in cooking were started in October, comprised at first of the girls of grades five to nine inclusive from the John J. McDonough School and later including the girls of the eighth and ninth grades from the Fowler, Nathaniel B. Borden and Davenport Schools.

All these have had one lesson each week of one hour and a half duration and are preparing such food and drink as cream of wheat, muffins, baking powder biscuit, macaroni and cheese, baked potatoes, mashed



THE JOHN J. McDONOUGH SCHOOL



potatoes, sour milk ginger bread, chocolate pudding, creamed turnips, and cocoa.

Attention is called to the first report from the teacher which will be found in another place in this report.

AGES AND GRADES.

A table will be found below which is interesting because it shows the number of pupils of different ages in the several grades of the elementary and high schools. As all the Kindergarten children are of nearly the same age they have been purposely omitted. The age at which pupils may be admitted is five years, and the age at which they must go is seven. The heavy figures show how many are of the age at which all would be if they entered school at five years of age and were regularly promoted each year. This table will show some of the difficulties experienced by the teachers especially in the lower grades in having large, over-age pupils in the same room with the smaller and younger ones.

A brief explanation of grade one will suffice for all. One thousand fifty-six pupils five years of age in the first grade show where all should be if they entered school when five years old. Eight hundred eighty-eight pupils six years of age in the first grade are those who entered when they were six years old and those who could not be promoted at the end of their first year or a part of their first year at school as, according to the rules, a child on reaching the age of five may enter in September, November, February

or April, thus attending four terms or the whole year, three terms, two terms, one term, depending upon the time when he entered. The child who enters school in September, the only proper time for entering, and attends regularly and punctually the whole year, if of ordinary ability, will be promoted at the end of the year to the second grade. Four hundred thirty-two pupils seven years of age in the first grade include those who entered at seven and those who entered at six and failed of promotion. One hundred eighty-eight pupils eight years of age in the first grade include those who entered at seven and were not promoted at the end of the first year and those who have just arrived in this country and city from foreign lands. These and the rest in grade one are over-age pupils and demand special attention if not special teachers or special schools.

If we add the first four numbers in each grade we have 2564 in the first grade covering ages five to eight inclusive, 1944 in the second grade covering ages five to nine inclusive, 1709 in the third grade, 1398 in the fourth grade, 942 in the fifth grade, 816 in the sixth grade, 746 in the seventh grade, 533 in the eighth grade and 420 in the ninth grade. Proceeding still further by the same plan we would have 308 in the first year at the high school, 242 in the second year, 196 in the third year and 162 in the fourth or senior year at the high school.

The special classes are those older pupils who are trying to learn to read and write sufficiently well in the English language to secure their age and school-

ing certificate which enables them to leave school and become a wage earner. At present these special classes are in four buildings in the different sections of the city, south, east and north where there are rooms that can be used for such classes.

NUMBER OF PUPILS OF DIFFERENT AGES IN EACH GRADE.

Totals	Grade	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16 yrs	17 yrs	18 yrs	19 yrs	20 yrs	21 yrs
2790	1	1056	888	432	188	97	52	37	16	18	2	4						
2002	2	2	460	042	400	239	119	77	58	36	17	2						
2085	3		29	365	535	390	244	187	160	133	35	7						
1940	4			18	303	459	309	279	256	240	64	11	1					
1572	5				13	217	339	343	263	298	91	7	1					
1177	6					16	293	308	287	281	73	8	1		1			
867	7						10	204	269	263	107	12	1					
577	8						1	1	24	258	101	34	3					
444	9									152	176	67	13	1				
319	10									33	103	119	53	9				
258	11									2	14	113	76	37	15	1	1	
203	12										1	13	74	81	27	5	2	
165	13												13	79	50	20	3	
97	Special classes						1		1	29	34	31	1					
14576		1058	1377	1497	1439	1418	1278	1448	1502	1743	818	428	237	207	93	26	6	1

NEEDS IN AND AROUND BUILDINGS.

The floors of several of the school rooms and of the corridors of the second floor at the Davis School are in such poor condition that cleanliness is impossible.

More slate blackboards are needed in this building to replace the old-fashioned ones that are worn out to such an extent that school-work is handicapped.

Window shades are needed in this building to replace the inside blinds that must be repaired if kept.

The Fowler school should be enlarged if it is to be continued as a practise school in connection with the Normal Training School.

The scavenger matter that is dumped in close proximity to several of the schools should be properly taken care of.

Two additional rooms are needed at the Highland School and will apparently take care of the increase for some time.

Storm-porches are needed at the east and west doors at the Lincoln School Building. General repairs are needed at the Slade School inside the building and the yard needs attention.

The yard at the Westall School needs attention.

During 1912 I am anxious to see:

A free Dental Clinic established for pupils.

The new Technical High School completed, equipped and occupied.

The William J. Wiley School furnished and occupied.

The school building on Hamlet Street begun and carried as far as possible towards completion.

Individual physical examinations of every pupil.

The continuation of the summer schools.

Continued civic co-operation.

The school buildings and yards of greater benefit to all persons in the respective districts.

CONCLUSION.

In conclusion I hereby express my appreciation of the help and encouragement of all who have assisted me during the past year.

Respectfully submitted,

EVERETT B. DURFEE,

Superintendent of Schools.

IN MEMORIAM

Jennie A. Ricker, a teacher in the Davenport School, died March 6, 1911. In service, 1881—1911.

Iola Edna Reid, an assistant in the Ruggles School, died July 6, 1911. In service 1909—1911.

Mary N. Tripp, one of the corps of the Westall School, died November 11, 1911. In service 1887—1911.

William J. Wiley, member of the board of Aldermen for many years, for whom one of our newest buildings has been named, died March 13, 1911. 1854—1911.

REPORT OF THE PRINCIPAL
OF THE
Normal Training School.

Mr. Everett B. Durfee, Superintendent of Schools,

I have ventured in this report to give a few facts from the history of the school.

In the discussion last spring the cost given for the maintenance of the school was misjudged by many. The fact that we train children as well as pupil-teachers is not widely understood. Nor is it understood that, in four rooms here, there are no regular teachers; so that, besides the normal work and the work of supervising and criticising pupil-teachers, the members of the faculty help also with the training of the children of the school. In giving then, the actual cost of this as a Normal Training School we must give, over and above, what it would cost if it were a school for children alone.

A school, for the training of children alone, containing eight rooms with a supervising principal, would approximate in salaries sixty-five hundred dollars. The salaries of all the teachers of this school both for the children and the pupil-teachers approximate now eight thousand dollars. I say now, since it has been only for two or three years that we have had a helping teacher in the children's department.

To this difference in salaries must be added the cost for the equipment of the normal department and the extra salary that is given to the teachers at the Fowler as a practice school. This latter is about seven hundred dollars a year while the former does not average more than three hundred dollars a year. We are safe I feel sure in saying that the excess cost of this as a training school for teachers has not averaged more than twenty-five hundred dollars a year.

With this amount, we have trained and graduated, in the last fifteen years, over two hundred fifty teachers. Thus the cost of training for each pupil-teacher is about one hundred fifty dollars or seventy-five dollars a year since the course for each pupil is two years.

Considering this summary we can safely feel, I think, that if the graduates have done good service in the schools of the city, this school has not been a financial burden to the city.

And this question of the efficiency of the graduates of a city training school, brings me to the second point I would like to write about. As I have pointed out above, there are four rooms in this building without regular teachers. In these rooms, the seniors have a number of weeks of practice, not, as in many schools going in to give a lesson now and then in a subject, while the regular teacher of the room sees that the children are drilled properly before and after the lesson, but actually being the teachers of the rooms and bearing a teacher's part in the recitations and discipline for many weeks consecutively.

This course, while it makes harder work for all, instructors and pupil-teachers, renders the latter able at graduation to take full charge of a room. This has been testified to in many instances where our graduates have found instant employment in some of the neighboring towns and cities and have given good satisfaction to principals and superintendents.

While the normal school, undoubtedly, can give to its students a somewhat broader consideration of the subjects of study, due to its better equipment and the greater time that is spent in the academic part of the course, it must be granted that the actual practise, under wise and close supervision, as given in this school, is very valuable to the pupil-teacher.

The normal school, with its large classes, cannot give to each senior so much individual attention and practical work and it is these experiences that acquaint the young teacher with the child mind and give to her "that sympathetic divination of the sort of material with which the pupil's mind" is ready to be engaged.

The ideal teacher for any city school is one of greater experience than the recent graduate of either a city training school or a normal school.

We held as usual our annual mother's meeting. The seniors entertained the visitors with a series of tableaux and we had music and refreshments. It was indeed a beautiful evening for us all.

Mr. Thomas Sullivan spoke to us at our Memorial Day exercises and there was a goodly number of parents and others present who found the address profitable and entertaining. The children of the school understood and enjoyed it too.

A fine hand-colored reproduction of the painting, Autumn Gold, by George Imvess, was given by the Class of 1911 to the school. The presentation, made by the president, Miss O'Brien, was followed by a delightful social, given by the seniors to the juniors.

Statistics in regard to the school are as follows:

Number of pupil-teachers enrolled during year	59
Number of pupil-teachers graduated in June	17
Number of pupil-teachers admitted in September	18
Number of pupil-teachers in senior class	23
Number of pupil-teachers in junior class	18
Number of half-days of absence by pupil teachers	<u>309</u>
Number of half days substituting by pupil-teachers	37
Number of visitors	413

Respectfully submitted,

ANNA W. BRALEY,

Principal.

NORMAL TRAINING SCHOOL.

PUBLIC EXERCISES OF GRADUATION

in the

Auditorium of the B. M. C. Durfee High School.

Cantata—"Flower Queen"

Barri

ARGUMENT

In the countries where fairies are said to inhabit flowers, it is their custom to assemble once a year to celebrate the Coronation of the Flower Queen. Upon one of these annual gatherings, the queen recited the Ballad of Prince Primrose, a mortal who, whilst riding through a wood had plucked a crimson rosebud for his lady fair, and, to his great surprise, found residing in it the Beautiful Queen of Flowers. The prince became enamoured of her upon finding her concealed in the bud. His love being hopeless, he went to the wars where he was soon afterward slain.

Address

WALLACE C. BOYDEN

Headmaster, Boston Normal School

Presentation of Diplomas,

EVERETT B. DURFEE, SUPERINTENDENT OF SCHOOLS

GRADUATING CLASS.

Sarah Easton Brownell
Bessie Frances Carroll
Margaret Angela Clarke
Hannah Grace Connors
Mary Theresa Conroy
Anna Angela Cummings
Gertrude May Hart
Isabelle Jones

Evelyn Vincent Lenehan
Carrie Day McCreery
Agnes Kathryn McNerney
Mary Veronica Myles
Helen Marscelene O'Brien
Anna Frances O'Neil
Helen Vertin Shay
Grace Lovett Simmons

Anna Elizabeth Leary

REPORT OF THE PRINCIPAL
OF THE
B. M. C. Durfee High School

Mr. Everett B. Durfee, Superintendent of Schools:

The following report of the more important events which have happened at the B. M. C. Durfee High School during 1911 and a partial statement of its present condition I am glad to bring to your attention.

Several resignations of teachers occurred at the close of the last school year. All of the new teachers are showing enthusiasm and ability and are proving themselves valuable members of the Faculty.

Although our enrollment is larger than ever before, yet conditions have been much improved by placing in the upper story of the Lincoln School house the entire Commercial and General sections of the entering class, under Mr. Howland, assisted by Mr. Morrison, Miss Langford, and Miss Mabelle Davis, who succeeded Mr. Richards when he was transferred to the High School building. This arrangement, although possessing many disadvantages, has proved a great benefit in relieving the school proper of some of its congestion. We are still, however, obliged to use additional desks in the session-rooms and have

many recitations in the auditorium, the library, and the unfit little room formerly the "sanctum" of the school paper. It seems to me remarkable that the teachers have done as well as they have under the conditions to be duplicated in very few High Schools. In point of fact, if I may judge from official reports coming to me from various colleges even up to the present time, our graduates on the whole do as well as those of most other schools or as well as at any previous times in our own history. Of course there are some failures, but those have always occurred from time to time since my connection with the school and sometimes after the instruction of our best teachers. As compared with private preparatory schools, we are necessarily under a great disadvantage, as they generally have small classes, while we frequently have sections of thirty, forty, and even fifty pupils. Then they have complete control of the whole day of the boy or girl and can regulate all his business or social affairs. In spite of this, I feel that if a pupil has fair ability and a willingness to study, he will get in our school a preparation for college comparing favorably with that to be obtained elsewhere.

I am very anxious that a plan may be adopted whereby all pupils in the High School shall be required to take English at least four times a week during the entire course. At present this is not true of the second and third years of the College Preparatory pupils and the third and fourth years of some of the Technical pupils. I also recommend that all Commercial Seniors be required to take English

the fourth year, instead of being allowed, as at present, an election between English and Chemistry.

The Premier has been of excellent quality during the past year, but it will not be possible to keep it anywhere near its present high level unless it receives very much more financial support or unless some system of financial endowment can be devised.

The debating society, The Forum, has had many successful meetings, but it has not been thought best to have any public debates at present.

Athletic matters have continued generally satisfactory.

Our orchestra is flourishing, but unluckily it has not yet been possible to resume rehearsals of the band this fall. We really need a paid musical director of both in order to obtain valuable results.

The interest in military matters has so greatly increased that in September a battalion of two companies was formed to succeed the single company of the previous year. Several Prize and Efficiency Drills have been held with success.

Upon April twenty-first was offered in the Academy of Music by the Class of 1911 an entertainment generally pronounced the best ever given by a High School class here, as well as one of the most elaborate and financially successful of the series. The operetta of "The Captain of Plymouth" was presented by a large cast selected from the members of the class, and much praise should be given to them and to the committee of arrangements.

The operetta was followed by a dance in Music Hall. With the profits an additional class window was purchased for the auditorium and a substantial fund given to the purposes of the Alumni Field.

At our Memorial Day Exercises on May twenty-ninth, Rev. Arthur C. Baldwin of this city gave a very interesting and enthusiastic address.

On June fifteenth, our Founder's Day, the speaker was Alderman Charles A. MacDonald, who talked earnestly and impressively about certain aspects of High School life.

In conclusion I wish to put on record my feeling of gratitude to you, Mr. Superintendent, to the members of the School Committee, to the Vice-principal of the school, and all of my assistant teachers for the hearty support received and for the unwavering good will shown during the entire year.

Very sincerely yours,

GEORGE F. POPE,

Principal.

APPENDIX TO THE REPORT OF THE PRINCIPAL
OF THE
B. M. C. Durfee High School

The enrollment from the opening of school September 11th, 1911, to the end of the first semester February 2, 1912, is exhibited in the following:

TABLE SHOWING ENROLLMENT BY GRADES.

Classification	Boys	Girls	Total
Tenth Grade	160	185	345
Eleventh Grade	117	152	269
Twelfth Grade	89	124	213
Thirteenth Grade	62	88	150
Graduates	3	4	7
	431	553	984

The average age of the present entering class (1915) was in September, 1911, 15.03 years; age of the youngest member, 12.83 years; age of the oldest member, 21 years.

The average age of the present senior class (1912) was in September, 1911, 17.69 years; age of the youngest member, 15.75 years; age of the oldest member, 20.42 years.

The number of non-resident members thus far enrolled since the opening of school, September 11th, 1911, is 96.

NUMBER OF TENTH GRADE PUPILS, AND
THE SCHOOLS FROM WHICH THEY CAME.

Borden	19
Davenport	22
Davis	20
Fowler	18
George B. Stone	13
Highland	20
Lincoln	14
N. B. Borden	39
Robeson	10
Samuel Watson	7
Slade	11
Steep Brook	7
Westall	19
William S. Greene	7
Admitted by examination	43
Transferred from other cities	5
Previously admitted	18
Total	292

STUDIES TAUGHT IN THE HIGH SCHOOL.

STUDIES.	First Year.		Second Year.		Junior Year.		Senior Year.		Totals.		All
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
English	163	173	116	146	96	122	71	93	446	534	980
Greek	0	0	23	0	16	2	4	0	43	2	45
Latin	83	120	20	39	36	56	29	33	168	248	416
German	0	0	31	43	40	30	25	32	96	105	201
French	0	0	69	64	76	94	20	35	165	193	358
Grecian History	73	47	0	0	0	0	0	0	73	47	120
Roman History	0	0	50	37	0	0	0	0	50	37	87
English History	74	90	0	0	15	31	0	0	89	121	210
General History	0	0	9	43	0	0	0	0	9	43	52
Am. Hist. and Civil Gov't.	0	0	0	0	40	7	10	58	50	65	115
Commercial Law	0	0	0	0	0	0	8	14	8	14	22
Algebra	150	141	0	0	26	0	20	19	195	160	355
Plane Geometry	0	0	95	118	3	0	37	11	135	129	264
Solid Geometry	0	0	0	0	0	0	19	0	19	0	9
Physics	0	0	0	0	21	26	26	7	47	33	80
Chemistry	0	0	0	0	0	0	28	45	28	45	73
Botany	0	0	0	0	3	54	0	0	53	54	57
Botany	0	0	0	0	3	54	0	0	3	54	57
Zoology	0	0	0	0	0	0	2	20	2	20	22
Astronomy	0	0	0	0	0	0	11	35	11	35	46
Geology	0	0	0	0	0	0	11	35	11	35	46
Physiography	0	0	0	0	2	43	0	0	2	43	45
Physiology	0	0	9	82	0	0	0	0	9	82	91
Mechanics	75	1	49	0	36	0	23	0	183	1	184
Mechanical Drawing	75	1	49	0	36	0	23	0	183	1	184
Commercial English	0	0	0	0	0	0	8	13	8	13	21
Commercial Arithmetic	15	34	3	6	0	0	0	0	18	40	58
Commercial Geography	0	0	12	26	0	0	0	0	12	26	38
Penmanship	16	38	12	26	0	0	0	0	28	64	92
Bookkeeping	20	61	14	25	0	0	0	0	34	86	120
Shorthand	0	0	0	0	13	15	7	14	20	29	49
Typewriting	0	0	0	0	13	15	7	14	20	29	49
Mathematical Reviews	0	0	0	0	0	0	25	34	25	34	59
Ancient History Reviews	0	0	0	0	25	31	0	0	25	31	56
English Grammar Reviews	0	0	0	0	0	0	12	52	12	52	64
Geography Reviews	0	0	0	0	0	0	7	55	7	55	62
Arithmetic Reviews	0	0	0	0	0	0	12	55	12	55	67
Algebra Reviews	0	0	0	0	26	22	23	8	49	30	79

INSTRUCTORS
IN THE
B. M. C. Durfee High School.

1911—1912.

GEORGE FREDERICK POPE, A. M.,
Principal.
Mathematics.

WILLARD HENRY POOLE, A. B.,
Vice-Principal.
Physics and Chemistry.

HANNAH REBECCA DAVIS,
English.

EMILY ELLEN WINWARD,
French.

WILLIAM JOHN WOODS, S. B.,
Mechanics and Drawing.

JAMES WALLIS,
Commercial Studies.

GERTRUDE MARY BAKER,
English.

HARRIET ANTHONY MASON SMITH,
French.

ASA ELDRIDGE GODDARD, A. M.,
Mathematics, Astronomy, Geology.

HARRIET TRACY MARVELL, A. B.,
Physiography, Physiology, Geography, Algebra, Arithmetic.

HERBERT MILLER CHACE SKINNER, S. B.,
Mechanics and Drawing.

EUNICE ALMENA LYMAN, A. B.,
History.

SUSAN WILLIAMS STEVENS,
German and Mathematics.

ROBERT REMINGTON GOFF, A. B.,
Mathematics.

JOHN SMITH BURLEY, PH. B.,
English.

WILLIAM WILSON GARDNER, A. B.,
English and Mathematics.

LINDA RICHARDSON, A. M.,
History and Latin.

ALICE BOND DAMON, A. B.,
Botany and Zoology.

CHARLES FRENCH HOWLAND, A. M.,
Commercial Studies.

DAVID EMERSON GREENAWAY, A. B.,
History.

HELEN HATHEWAY IRONS, B. L.,
French.

LENA PEASE ABBE, A. B.,
Algebra.

FLORENCE ESTHER LOCKE, A. B.,
German.

DAVID YOUNG COMSTOCK, A. M.,
Latin.

RALPH MILLARD SMALL, A. B.,
Latin.

HARRIET DAVIS PROCTOR, A. B.,
German and English.

BLANCHE AVALINE VERDER, B. S.,
English and English History.

ALICE GERTRUDE LANGFORD, A. B.,
Latin and English History.

MABELLE EDITH DAVIS, A. B.,
English.

LYDIA ANN SLADE, PH. B.,
• Substitute in German.

CECIL THAYER DERRY, A. M.,
Greek and Latin.

ANSEL SYLVESTER RICHARDS, A. B.,
English.

WILLIAM DUNNIGAN MORRISON, A. B.,
Mathematics.

CHARLES ADAMS PERRY,
Mechanics and Drawing.

WALTER JOHN TITCOMB,
Vocal Music.

CAPTAIN FREDERICK W. HARRISON.
Military Drill.

SAMUEL N. F. SANFORD,
Secretary and Librarian.

HIGH SCHOOL CADETS.

Major—Everett G. Smith.

Captain, Company A—Everett H. Francis.

1st. Lieutenant—Richard M. Thackeray.

2nd. Lieutenant—Charles E. Hathaway, Jr.

Captain, Company B—J. Raymond Ramsbottom.

1st. Lieutenant—Stephen H. Noble.

2nd. Lieutenant—Raymond V. Borden.

ATHLETIC ASSOCIATION.

Director for Boys—William D. Morrison.

Director for Girls—Harriet T. Marvell.

President—Frederick W. Shay.

Secretary—John M. Hennessy.

Treasurer—William W. Gardner.

GRADUATING EXERCISES

CLASS OF 1911.

FRIDAY, JUNE 30, AT 9.30 A.M.

IN THE

AUDITORIUM OF THE B. M. C. DURFEE HIGH SCHOOL.

-
- | | | |
|----|--|------------------|
| 1. | Overture, "Pique Dame," | <i>Suppe</i> |
| | SCHOOB'S ORCHESTRA | |
| 2. | Chorus, "Comrades, Awake," | <i>Storch</i> |
| | CLASS OF 1911 | |
| | a. Sextette from "Lucia di Lammermoor," | <i>Donizetti</i> |
| 3. | b. An Island Idyl, "Avalon," | <i>Moret</i> |
| | SCHOOB'S ORCHESTRA | |
| 4. | Address. | |
| | LOUIS JEROME JOHNSON, A. B., C. E. | |
| | Harvard University. | |
| 5. | Quartette from "Rigoletto," | <i>Verdi</i> |
| | SCHOOB'S ORCHESTRA. | |
| 6. | Presentation of Diplomas. | |
| | WILLIAM JAMES MARTIN, D. D. | |
| 7. | Class Ode. Words by NORAH BRIGHTY, 1911. | |
| | CLASS OF 1911. | |
| 8. | Finale, "King Over All." | <i>Sconton</i> |
| | SCHOOB'S ORCHESTRA. | |

CLASS ODE.

Dear Alma Mater,
Thy praise we sing,
Ever rejoicing thy name we greet;
Noblest and truest,
Offerings we bring,
Garlands of laurel we cast at thy feet.

Dear Alma Mater,
Who points the way
Into the path where our future lies,
In adoration
From day to day,
Our glorious anthems shall ever arise.

Dear Alma Mater,
Help us to be
Faithful in all things, in purpose true;
Useful to others,
From evil free,
Choosing with wisdom the work we're to do.

Norah Brighty, 1911.

GRADUATES.

CLASS OF 1911.

GENERAL COURSE.

Almy, Israel Thomas	James, Wallace Owen
Arnold, Alice Clarissa	Kenneally, Anastasia May
Barker, Marion Alice	Kennedy, Katherine Lauretta
Barlow, Marion Sarah	Kenney, Francis Royal
Bernstein, Wilhelmina Agnes	Lahey, Edward Vincent
Brighty, Norah	Lipshitch, Gertrude Florence
Brown, Olive Rachel	Lynch, Jennie Baldwin
Burrell, Ruth Avery	Mackie, John Campbell
Campbell, Margaret Mary	McKenney, Mary
Canfield, Mildred Lee	McLane, Elfie Leone
Carroll, John Henry	Miller, Jennie
Casey, Lucy Margaret	Nelson, Frank Howard
Chace, Mary Durfee	O'Neil, Elladore Frances
Chester, Louise Horsman	Palmer, Estella Mead
Clarke, Albert Northup	Power, Marie Monica
Cobb, Marion Hambly	Reed, Mary Evelyn
Craig, Ruth Edna	Richardson, Viva Faye
Darling, Marion Emmons	Riendeau, Dorilla Elsie
Davenport, Marian Smith	Rogers, Frances Millard
Fenner, George Arthur	Sanford, Florence Irene
Fox, Victor Samuel	Shay, Louise Frances
Fish, Hazel Mildred	Simmons, Helen May
Gardiner, Gladys Richmond	Smith, Charlotte Cary
Goss, Miriam Nuttall	Smith, Eliza Booth
Greany, Frederic Cleveland	Stevens, Agnes Belle
Hadley, Mary Emma	Sullivan, Anna Esther
Haffards, Gladys Lovisa	Sullivan, Mary Frances
Harrington, Katherine Anna	Sweeney, Mary Loretta
Heffernan, Theresa Elizabeth	Swords, Ella Dorothea
Hilton, Eliza Grace	Taylor, Walter Joseph
Hinchey, Gertrude May	Townsend, Oliver Burt
Hobbs, Mary Emma Gertrude	Wheeler, Marion Louise
Hunt, Elsie May	Williston, Gertrude Deborah

 COLLEGE PREPARATORY COURSE.

Bedrick, David Samuel	MacFarland, James Donald
Butler, George Taillon	Mason, William
Coughlin, John William	Pope, George Kenneth
Earle, Ava Gladys	Shaw, Beatrice Gray
Entin, Moses	Smith, Cecil Hurxthal
Ferguson, Eunice	Terry, Carl Anthony
Frost, Franklin Blaine	Tinkoff, Paysoff
Gunning, Hester	Wallis, Ruth
Howe, Ida Irene	Wetherbee, Laeta Irene
Israel, George Irving	White, Mildred
Lincoln, Carl Kimball	Winslow, Gladys Harlow

COMMERCIAL COURSE.

Alpert, Sarah Beatrice	Manning, Louis James
Ayre, Mabel Marion	Markelevich, Abbott
Brightman, Richard Almy	Murphy, Edward Vincent
Clark, Christopher Luke	Reardon, Margaret Loretta
Duffy, John William Aloysius	Regan, Michael Joseph
Estes, Annie Theresa	Robinson, Ethel Marion
Granton, Charles Lewis	Thomas, Sara
Grinnell, King Malcolm Lewis	Trudeau, Malvina
Hurley, Mary Elena	Twigg, Eunice May
Kavolsky, Joseph	Welch, Edward John
Krises, Elsie	Woods, Lillian Sledden

TECHNICAL COURSE.

Brown, Ossian Ripley	Lynch, Richard Edward
Coldwell, Everett Sharples	Reynolds, Carlton Thomas
Daley, Henry Francis	Thurston, Anthony Mason
Delahanty, John Robert	Turnbull, William Hall
Lubinsky, Frank	Weber, Carl Borden
Whittaker, Clifford Thomas	

Certificates for the completion of four year's work were granted to the following:

Brown, Laura Lincoln	Moore, John Wesley
Crankshaw, Grace Alma	Peabody, Madeline Dean
Davis, Harold Clyde	Quinn, Lucie Marie
Doherty, Paul Edward	Sanborn, Howard Merritt
Ferguson, Esther Gray	Silvia, Joseph Francis

Gray, Elton Everett	Stebbins, Edward Davis
Holmes, Roy Francis	Studley, Alice Packard
Learned, Frances White	Terry, Hazel Frances
Magill, Winifred Mary	Wild, George Henry
	Winter, Grace Elizabeth Slade

The following were neither absent nor tardy during their High School Course:

Barlow, Marion Sarah	Smith, Eliza Booth
Duffy, John William Aloysius	Thomas, Sara
Goss, Miriam Nuttall	Wild, George Henry
Hobbs, Mary Emma Gertrude	Winter, Grace Elizabeth Slade

HOLDERS OF ALUMNI SCHOLARSHIPS FOR 1911-1912.

Mary B. Young Scholarship, \$200	James Lawrence Cummings, 1910
John S. Brayton Scholarship, \$200	Edith Frances Coolidge, 1909
James Madison Morton, 3d., Scholarship, \$250	
	Walter Chadwick Nelson, 1908
No. 1 Scholarship, Income of \$4,100, Eunice Ferguson,	1911

COURSES OF STUDY

IN THE

B. M. C. Durfee High School.

Four courses of study, each of four years, are offered, namely:

1. **THE GENERAL COURSE.** In this course, certain studies are prescribed, but the pupil may make up the remainder of the required hours from a wide range of elective studies. Pupils who do not intend to enter college, but who desire a good general education, are advised to take this course. It is also the course advised for pupils who intend to enter a state normal school or the city normal training school for teachers.

2. **THE COLLEGE PREPARATORY COURSE.** This course is designed especially for pupils fitting for college. It is necessarily, in many respects, a difficult course.

3. **THE TECHNICAL COURSE.** This course offers a combination of the ordinary high school studies with practical work in the use of tools and machines, together with a complete course in mechanical drawing technical drafting, and free-hand drawing.

It is intended for boys preparing for a technical school such as the Lawrence Scientific School, the Massachusetts Institute of Technology or the Worcester Polytechnic Institute. It is also intended for boys who will probably enter at once, after graduation from the High School, upon some industrial pursuit.

4. **THE COMMERCIAL COURSE.** This course is designed to prepare pupils for business pursuits. Besides training for the more technical demands of business life, it furnishes opportunity for general culture through the study of literature, history, science, and modern language.

COURSE OF STUDY.

GENERAL.

FIRST YEAR.	SECOND YEAR.	JUNIOR YEAR.	SENIOR YEAR.
Required Studies. English composition and literature (4) English history (4) Algebra(4) and <i>one</i> of the following.	Required Studies. English composition and literature (4) and <i>three</i> of the following.	Required Studies. English composition and literature (4) and <i>three</i> of the following.	Required Studies English composition and literature (4) and <i>four</i> of the following.
Elective Studies. Latin (4) Book-keeping (4) Physiography (4)	Elective Studies. Latin continued (4) French or German (4) General history (4) Plane geometry (4) Book-keeping continued (4) Physiology and hygiene (4)	Elective Studies Latin continued (4) French or German begun or continued (4) English history (4) Physics (4) Botany (4).	Elective Studies Latin continued (4) French or German continued (4) American history and civil government (4) Chemistry(4) Zoology (4) Astronomy, 1st half year (4) Geology 2nd half year (4) Review of algebra and plane geometry (4) Review of arithmetic, English grammar and geography (4)

COURSES OF STUDY.

COLLEGE PREPARATORY.	TECHNICAL COURSE.	COMMERCIAL.
English (4) Latin (5) Algebra (5) English history, 1st hf. yr. } (4) Greek history, 2nd hf. yr. }	English (4) English history (4) Algebra (4) Mechanics (4) Mechanical drawing (3)	English (4) Bookkeeping (4) Penmanship (2) Arithmetic (2) Algebra (4)
English (3) Latin (5) Greek or German (5) Plane geometry (4) Roman history (2)	English (4) Plane geometry (4) French or General History (4) Mechanics (4) Mechanical drawing (4)	English (4) Book-keeping (4) Penmanship (2) Commercial geography (2) Geom. or German or French or med. and mod. history (4)
English (3) Latin (5) Greek or German (5) French (5) Review of ancient history (2)	English (3) French (5) German (5) American history and civil government (4) Mechanics (3) Mechanical drawing (2) Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.	English (4) Shorthand (4) Typewriting (4) Physics or German or French or American history and civil government (4)
English (4) Latin (5) Greek or German (5) Exper. physics (5) or French continued (5) Review of algebra and plane geometry (6)	English (3) Geometry and trigonometry (5) Review of Algebra (3) Exper. physics (5) German or French (4) Mechanics (3) Mechanical drawing (1) Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.	Commercial English (2) English or chemistry (4) Shorthand (4) Typewriting (4) Commercial law (4)

NOTES.

1. The figure in parenthesis after each study indicates the number of recitations or exercises a week in the study.

2. One exercise every alternate week in chorus singing is required of all pupils in the High School.

3. Pupils who desire to study physics should previously study algebra and plane geometry.

4. One elective or alternative study rather than another, must be chosen subject to possible unavoidable conflicts in the schedule of daily recitations.

5. All candidates for a diploma on completion of the General Course, must satisfactorily complete all the *required* studies of the course and a sufficient number of the elective studies to make a total of sixteen weekly periods of prepared recitations; except in the fourth year, where a total of twenty weekly periods of prepared recitations is required.

6. Pupils in the College Preparatory Course are allowed five years, instead of four, for completing the course, if parents make such requests in writing and show cause, in which case a smaller number of studies is pursued each year.

7. The right of declining to form a division of pupils in an elective or alternative study is reserved, unless there be at least twenty-five applicants in the first year class, twenty in the second year class, fifteen in the junior class and ten in the senior class; and no divisions separate from under graduates will be formed for graduate pupils.

TEXT BOOKS.

USED IN THE HIGH SCHOOL.

GREEK. Goodwin's Greek Grammar; Woodruff's Greek Composition; Collar and Daniell's Greek Composition; White's First Greek Book; Morse's First Greek Reader; Goodwin and White's Xenophon's Anabasis; Goodwin's Selections from Xenophon and Herodotus; Manatt's Xenophon's Hellenica; Seymour's Homer's Iliad; Perrin's Homer's Odyssey; Liddell and Scott's Greek Lexicon.

LATIN. Allen and Greenough's Latin Grammar; Harkness's Latin Grammar; White's Latin Lexicon; Collar and Daniell's First Year Latin; Daniell's New Latin Composition; Collar's Practical Latin Composition; Harkness's Latin Composition; Allen and Greenough's Cæsar; Collar's Cæsar Book II; Scudder's Sallust; Comstock's Virgil; Greenough's Virgil; Frieze's Virgil; Bennett's Cicero; Allen and Greenough's Cicero; Harper and Gallup's Cicero; Allen and Greenough's Ovid; Lindsay's Nepos; Rolfe's Viri Romæ; Jerram's Anglice Reddenda; Collar's New Gradatim; Harper's Latin Dictionary; Ginn's Classical Atlas; Collar's Aeneid, Book VII.; Peck's Ovid.

FRENCH. Brooks' Chardenal's Complete French Course; Blouet's Primer of French Composition; Larousse's Grammaire Francaise; Bronson's Exercises in Everyday French; Gouin's Series Domestiques et Champetres; Fraser and Squair's French

Grammar; Bruce's Grammaire Francaise; Blouet's Class Book of French Composition; Cassell's French Dictionary; Gasc's French Dictionary; Merimee's Colomba; Sandeau's Mademoiselle de la Seigliere; Lamartine's Jeanne d'Arc; Feuillet's Roman d'un Jeune Homme Pauvre; Souvestre's Un Philosophe sous les Toits; Dumas' La Tulipe Noire; Racine's Athalie; Corneille's Le Cid Polyeucte; Moliere's L'Avare; Souvestre's Au Coin du Feu; La Fontaine's Fables; Daudet's Le Siege de Berlin; Labiche and Martin's Le Voyage de Monsieur Perrichon; Halevy's L'Abbe Constantin; Guerber's Contes et Legendes, vols. I and II; Malot's Sans Famille; Lesage's Gil Blas; Contes Choisis par Guy de Maupassant; Brete's Mon Oncle et mon Cure; Dumas' Le Comte de Monte-Cristo.

GERMAN. Grammars: Vos' Essentials of German, Collar's Shorter Eysenbach, Joynes-Meissner; Harris's Materials for Translation; Heath's German Dictionary; Koehler's German Dictionary; Wesselhoef's Exercises in German Composition and Conversation; Stern's Studien und Plaudereien; Van der Smissen's Grimm's Maerchen; Allen's Herein; Hauff's Das Kalte Herz; Novelletten-Bibliothek; Lessing's Minna von Barnholm, Nathan der Weise; Schiller's Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke, Wallenstein, Maria Stuart, Der Neffe als Onkel; Goethe's Dichtung und Wahrheit Hermann und Dorothea, Egmont, Iphigenie auf Tauris; Heine's Harzreise; Chamisso's Peter Schlemihl; Freytag's Aus dem Staat Friedrichs des Grossen,

Die Journalisten; Aus dem Jahrhundert des Grossen Krieges; Riehl's der Fluch der Schoenheit; Jensen's Die Braune Erica; Paul's Er Muss Tanzen; Benedix's Die Hochzeitsreise; Jungman's Er sucht einen Vetter; Gerstacker's Germalshausen; Guerber's Maerchen und Erzaehlungen; Baumbach's Der Schwiegersohn; Stern's Geschichten von Rhein; Episoden von Hacklaender's Wachtstubenabenteurer; Vilmar's or Kluge's Geschichte der deutschen National Literatur; Wilbrandt's der Meister von Palmyra; Auerbach's Brigitta; Lohmeyer's Geissbub von Engelberg; Storm's Immensee; Kayser and Montesser's Brief German Course; Dippold's Scientific German Reader; Campe's Robinson der Jungere; Wildenbruch's Das Edle Blut; Riehl's Das Spielmanns-kind; Der Stumme Ratsherr; Bacon's Im Vaterland and Zschokke's Der Zerbrochene Krug.

ENGLISH. Reed and Kellogg's English Grammar; Maxwell's Advanced English Grammar; Maxwell and Smith's Writing in English; Brooks and Hubbard's Composition-Rhetoric; Sykes' Elementary English Composition; Palmer's Self-Cultivation in English; Frink's New Century Speaker; Davis and Bridgeman's Brief Declamations; Long's English Literature; Halleck's English Literature; Gayley's Classic Myths of English Literature; Matthews' Introduction to American Literature; March's, A Thesauras Dictionary of the English Language; Worcester's School Dictionary; Webster's a New International Dictionary; annotated editions of the English classics, selected from the list of Ginn & Co.,

Maynard, Merrill & Co., Heath & Co., Houghton Mifflin Co., Harper Bros., Allyn & Bacon, The Macmillan Company, Longmans, Green & Co., Scott, Foresman & Co., G. P. Putnam's Sons, T. Y. Crowell & Co., The American Book Co., and Educational Publishing Co.

HISTORY. Allen's Short History of the Roman People; Botsford's History of Greece; Botsford's History of Rome; Creighton's History of Rome; Fyffe's History of Greece; Ginn's Plutarch's Lives; Howe and Leigh's History of Rome; Leighton's History of Rome; Myer's History of Greece; Oman's History of Greece; Tappan's Story of the Roman People; Robinson's Short History of Greece; West's Ancient History; West's Ancient World; Adam's European History; Colbeck's Public Schools Historical Atlas; Andrew's English History; Gardiner's A Student's History of England; Higginson and Channing's English History for Americans; Tappan's England's Story; Ashley's American History; Hart's Epochs of American History (Three parts, namely: Thwaite's The Colonies; Hart's Formation of the Union; Wilson's Division and Reunion); Andrew's Manual of the Constitution; Emerton's Introduction to the Middle Ages; Emerton's Mediæval Europe; Fiske's Civil Government; Forman's Advanced Civics; Gilman's Story of Rome; Ginn and Company's Classical Atlas; Goodrich's Topics on Greek History; Goodrich's Topics on Roman History; Harrison's Story of Greece; Johnston's American Politics; Liddell's History of Rome; Longman's Summary

of English History; Mahaffy's Old Greek Life; Manual of the General Court of Massachusetts; Martin's Civil Government; Merivale's General History of Rome; Montgomery's The Leading Facts of English History; Montgomery's Student's American History; Myer's Mediæval and Modern History; Nordhoff's Politics for Young Americans; Robinson's First History of Rome; Schwill's History of Modern Europe; Scribner's The American History series (four parts, namely: Fisher's The Colonial Era; Sloane's The French War and the Revolution; Walker's The Making of the Nation; Burgess' The Middle Period); Sheldon's American History; Silver, Burdett and Company's Excelsior Elementary Atlas; Smith's History of Greece; Thatcher and Schwill's Europe in the Middle Ages. Ivanhoe Historical Note Books and Maps.

POLITICAL ECONOMY. MacVane's The Working Principles of Political Economy; Bullock's Introduction to the Study of Economics.

PSYCHOLOGY AND ETHICS. Baker's Elementary Psychology; Buell's Essentials of Psychology; Ladd's Primer of Psychology.

ALGEBRA. Atwood's Standard School Algebra; Bradbury and Emery's Algebra; Wentworth and Hill's Exercise Manual in Algebra; McCurdy's Exercise Book in Algebra; Wells' Academic Algebra; Wells' First Course in Algebra; Wentworth's Elementary Algebra; Hawkes, Luby, and Touton's First Course in Algebra.

GEOMETRY AND TRIGONOMETRY. Schultze and Sevenoak's Plane Geometry; Pettee's Plane Geometry; Wentworth and Hill's Examination Manual in Geometry; Phillip's and Fisher's Elements of Geometry; Estill's Numerical Problems in Geometry; Wentworth and Hill's Exercise Manual in Geometry; Wentworth's Plane and Spherical Trigonometry; Wells' Logarithmic Tables; Jones' Logarithmic Tables; Syllabus of Propositions in Geometry; Wells' Essentials of Plane and Solid Geometry; Shutt's Plane and Solid Geometry.

PHYSICS. Hall and Bergen's A Laboratory Course in Physics; Hoadley's Physics; Snyder and Palmer's One Thousand Problems in Physics; Avery's School Physics; Gage's Principles of Physics; Nichol's Outline of Physics; Goodeve's Principles of Mechanics; Everett's System of Units; Stewart and Gee's Elementary Physics; Jones' Examples in Physics; Wentworth and Hill's A Text Book of Physics; Everett's Deschanell's Natural Philosophy.

CHEMISTRY. Bradbury's Elementary Chemistry; Newth's Elementary Chemistry; Newell's Experimental Chemistry; Freer's Elementary Chemistry, White's Elementary Chemistry; Watt's Fowne's Elementary Chemistry; Eliot and Storer's Elements of Chemistry; Shepard's Chemistry; Reychler's Outline of Physical Chemistry; Brownlee's First Principles.

BIOLOGY. Davenport's Domesticated Animals and Plants; Burkett, Stevens and Hill's Agriculture

for Beginners; Hodges' Civic Biology; Bigelow's Applied Biology.

BOTANY. Coulter's Text Book of Botany; Coulter's Analytical Key; Gray's New Manual of Botany; Gray's Lessons in Botany; Spaulding's Introduction to Botany; Atkinson's Elementary Botany; Britton and Brown's Illustrated Flora; MacDougal's Elementary Plant Physiology; Conn's Bacteria, Yeasts, and Molds; Apgar's Trees of the Northern United States; Apgar's Ornamental Shrubs of the United States; Meier's Plant Study.

ZOOLOGY. Davenport's Introduction to Zoology; Jorden and Kellogg's Animal Life; Colton's Practical Zoology; Linville and Kelley's Text Book of Zoology; Galloway's Text Book of Zoology; Holmes' Biology of the Frog; Hornaday's American Natural History; Orton's Comparative Zoology; De Montmahan and Beauregard's Zoology; Buckley's Winners in Life's Race and Life and Her Children; Meier's Animal Study.

PHYSIOLOGY. Martin's Human Body, Briefer Course.

ASTRONOMY. Young's Revised Lessons in Astronomy.

GEOLOGY. Norton's Elementary Geology; Tarr's Elementary Geology.

PHYSIOGRAPHY. Davis' Physical Geography; Gilbert and Brigham's Physical Geography; Salisbury's Physiography for High Schools; Tarr's Elementary Physical Geography; Mill's Realm of Nature.

COMMERCIAL BRANCHES. Moore and Miner's Business Arithmetic; Williams and Rogers' Modern Illustrative Banking; Belding's Commercial Correspondence; Williams and Rogers' Modern Illustrative Book-keeping; Williams and Rogers' Complete Book-Keeping; Adams' Commercial Geography; Tilden's A Commercial Geography; Loomis' Spelling and Letter Writing; Lyons' Commercial Law; Pen-written Copies; Mill's Modern Business Penmanship; Course in Isaac Pitman Shorthand; Eldridge's Shorthand Dictation Exercises; Smith's A Course in Practical Touch Type-writing.

REVIEW OF ENGLISH STUDIES. Smith's Arithmetic; Wentworth's High School Arithmetic; Wentworth and Hill's Examination Manual in Arithmetic; Reed and Kellogg's Higher Lessons in English; Dodge's Advanced Geography; Redway's Natural Advanced Geography; Tarr and McMurry's Advanced Geography.

MUSIC. Tuft's The Cecilian Series of Study and Song, Book IV; Tuft's The Euterpean; Silver Song Series No. 24.

GRADUATES OF THE HIGH SCHOOL OF THE CLASS OF 1911
ENTERING COLLEGES OR PROFESSIONAL SCHOOLS.

BOSTON UNIVERSITY—

Moses Entin.

BROWN UNIVERSITY—

Franklin B. Frost.

Carl A. Terry.

Paysoff Tinkoff

DARTMOUTH COLLEGE—

James D. MacFarland.

HARVARD UNIVERSITY—

George T. Butler.

William Mason.

Cecil H. Smith.

MOUNT HOLYOKE COLLEGE—

Beatrice G. Shaw.

Gladys H. Winslow.

RHODE ISLAND STATE COLLEGE—

Francis R. Kenney.

SMITH COLLEGE—

Hester Gunning.

TUFTS COLLEGE—

Ruth Wallis.

WELLESLEY COLLEGE—

Eunice Ferguson.

Ida I. Howe.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY—

Everett S. Coldwell.

Henry F. Daley.

WORCESTER POLYTECHNIC INSTITUTE—

John R. Delahanty.

William H. Turnbull.

HARVARD DENTAL SCHOOL—

David S. Bedrick.

GRADUATES OF THE HIGH SCHOOL OF THE CLASS OF 1911
ENTERING NORMAL SCHOOLS.

BRIDGEWATER NORMAL SCHOOL—

Mildred L. Canfield.
Gladys L. Haffards.
Marie M. Power.
Mary E. Reed.
Helen M. Simmons.
Laeta I. Wetherbee.

FALL RIVER TRAINING SCHOOL.—

Alice C. Arnold.
Margaret M. Campbell.
Lucy M. Casey.
Hazel M. Fish.
Katherine A. Harrington.
Theresa E. Heffernan.
Mary E. G. Hobbs.
Anastasia M. Kenneally.
Mary McKenney.
Jennie Miller.
Elladore F. O'Neil.
Florence I. Sanford.
Anna E. Sullivan.
Ella D. Swords.
Sarah A. Whipp, (Class of 1910)

FRAMINGHAM NORMAL SCHOOL—

Mary D. Chace.
Marion S. Davenport.
Mildred White.
Eunice M. Twigg.

REPORT OF THE Teacher of Cooking.

Mr. Everett B. Durfee, Superintendent of Schools,

On the ninth of October nineteen hundred and eleven occurred the opening of the kitchen at the John J. McDonough School, for work. The first week was spent in cutting out and making caps and aprons.

Those receiving instruction are the sixth, seventh, eighth and ninth grades of the John J. McDonough School and the eighth and ninth grades of the Davenport, N. B. Borden and Fowler Schools. On evenings when the evening schools are in session, classes are held for working girls and mothers. The number receiving instruction is between two hundred and fifty and three hundred.

In planning the work I have tried to arrange it to fit as far as possible the home conditions of the girls and women. I have tried to give instruction for simple, nourishing and economical dishes served in the most attractive way and for serving simple meals which involve food value and the proper combination of food and a simple and attractive way of setting the table and serving.

As a test of what the children have gained in their work at school I have had them cook at home some dish which they have prepared at school and bring in a sample to be criticized. The work in school is done individually in individual quantities but at home it is done in a larger quantity.

I would like to suggest that the compartments used for the individual equipment be changed to drawers. It is very inconvenient for the children to clean them and keep them in order. It is also very inconvenient for me when inspecting them.

I would also like to suggest that we have a square table to be used for serving the meals.

Yours respectfully,

WILLA BARNES LAKE,

Teacher of Cooking.

REPORT OF THE Supervisor of Sewing.

Mr. Everett B. Durfee, Superintendent of Schools,

During the year that has just closed, instruction in elementary sewing has been given to two thousand seven hundred and ninety-two girls in the public schools of this city.

Of this number, nine hundred twenty-one were in the fourth grade classes, eight hundred twenty-one in the fifth grade, five hundred ninety-one in the sixth grade and four hundred fifty-nine in the seventh.

The classes in these grades have been instructed by a corp of six teachers, who have spent half an hour each week with the classes in the fourth and fifth grades, and three quarters of an hour with the sixth and seventh grades.

In the fourth grade, where the teaching of sewing begins, many children are found who have little or no idea of the use of the needle, neither are they able to control the muscles of the fingers, consequently, much time must be spent by them in learning how to use the sewing tools before stitches can be taught.

One half-hour period once a week is too short a time for a sewing lesson in this grade, as it is in the fifth, therefore, we recommend that the period be extended to forty-five minutes.

The work taught is as follows:—Different stitches, first on canvas, then on cloth, matching stripes lengthwise and crosswise, hemming, catch-stitching, patching, weaving, darning on stockinet, button-holes, sewing on buttons, gathering, putting on bands, sewing on tapes and sewing on hooks and eyes, napery, hemming and tucking.

As time has permitted, the girls of the sixth and seventh grades have made useful household articles, the materials for which were furnished by the parents, who are ever ready to encourage this branch of manual training.

Each pupil is furnished with a box in which she keeps her sewing tools, needles, thread, thimble and scissors, and into which, she is taught to place her work neatly at the close of each lesson.

In every school building there ought to be some provision made for a well lighted sewing room where the lesson could be given without the presence of pupils engaged in other work.

While there is every reason to justify the teaching of this branch of manual training in the public schools, limited as it may be in its scope of work, it is in the home that it must find its most practical application. Again, in its teaching, one must not lose sight of the ethical value in the direction of economy, thrift, neatness and accuracy.

With sincere appreciation for the support and interest shown this department, the above report is

Respectfully submitted,

ALICE M. RUSSELL,

Supervisor of Sewing.

REPORT OF THE Supervisor of Drawing.

Mr. Everett B. Durfee, Superintendent of Schools,

In accordance with the rules and regulations I present the following as my annual report in drawing,

The work in the drawing department has been carried along on the same lines as usual and the result has been very satisfactory to me. However, I feel that much more could be accomplished if I could have the assistants given me whom I asked for in my last year's report.

I would like to add more manual training to the course by laying out a course in card-board construction for the boys while the girls are busy with sewing and cooking. I have experimented in one school with such success that I believe it should be continued in all the schools.

During the year I have corresponded and exchanged work with Mr. George A. Langley, head master of a school at Shipton, England, who was a delegate to this country in connection with the Mosely Education Tour to visit schools in New York, Boston and Buffalo, as well as in Canada. It has been very interesting to know his views of our schools. I find our work compares very favorably with the specimens

he has sent me and I was glad to be able to exchange with him for I felt that our school work was a credit to us.

An exhibition of drawings was held in the gallery of the Public Library during Carnival week. It was a fair example of the work as it was collected at a moment's notice, there being over six hundred specimens of work displayed. The Press was very complimentary in their praise of the work shown.

The work of the Free Hand Evening Drawing School was on exhibition in the auditorium of the Lincoln School on the closing night of the session and the exhibition which contained some exceptionally fine sketches, painting and stenciling, was viewed by a large number of people. A potent fact that impresses one is the large number of young people who study Art for Art's sake. Last winter's session was very successful and I feel that excellent work was accomplished, but yet I know that if we had more convenient quarters in the new Technical High School we could get even better results and I hope the committee will agree with me.

In closing I wish to express my thanks to the Superintendent and school board for their hearty support.

Respectfully submitted,
WILLIAM E. BRALEY,
Supervisor of Drawing.

REPORT OF THE Supervisor of Music.

Mr. Everett B. Durfee, Superintendent of Schools,

In accordance with the rules I am glad to make the following report.

Since we have had no serious breaks in school attendance during the past year, it has been possible to continue our music work with customary interest and effort. Nothing is more gratifying than to note the ever fresh interest that seems to be manifested in the singing in schools; the novelty of its introduction into the public school system no longer exists, and yet I feel safe in affirming that never before was there so much interest in the study of music in schools as at present.

It is also gratifying to consider how many more are now taught the elements of music and singing than formerly. In the days of our fathers only a small percentage in our own country received musical instruction, the "Singing School" furnishing the chief opportunity for persons of ordinary talent.

Charles Gounod, the noted French composer, when he first visited Germany about the year 1842, composed a Requiem Mass by request, for performance in a certain church; he thus speaks of his exper-

ience in rehearsing the same; "Thanks to that *universal diffusion of musical knowledge* which is such a delightful and peculiar feature in Germany, a single rehearsal sufficed to make it all run smoothly." It is doubtful if there is any other country where music has received so general study as in Germany, but it is precisely this "*universal diffusion of musical knowledge*" that is especially desirable in our country, and while no one institution can accomplish all that may be needed, I believe that the public school is one of the greatest factors in bringing about this result, because it reaches such large numbers. The aim of instruction in music in the public schools is not to seek out and train those who show especial talent, but to educate the "rank and file", that *all* may be developed, although in varying degree, as much as possible in music.

Another encouraging feature of school music is the growing appreciation of the correct tone for children's singing, and the better arrangement of music to promote this tone.

When singing was first introduced in the public schools of most of our large cities it invited much severe criticism from musicians because children were allowed to sing with the hard shouting tone, but, thanks to the better understanding of the child voice, almost all supervisors are educating children and teachers to appreciate and love the light singing tone. This tone is best promoted by the use of higher keys than were formerly used in scale and interval singing. With the little children, an improvement is noticed

in our own schools since the scale and interval drill has been given in a higher key.

In this connection let me mention one thing which shows how generally it is recognized that the light tone is the proper one for children; the Victor Talking Machine Co. has prepared records of vocal music for school use, and in stating their merits, the circular thus reads; "They are sung in the light voices which children should hear and which it is safe for them to imitate." From this it will be seen that even business houses are not ignorant of the fact that music supervisors would not approve of records for schools that would illustrate a tone quality antagonistic to what was taught in school.

We have introduced the new edition of the Normal First Reader in the primary grades of the Hugo A. Dubuque school, and I hope that before long others may be supplied with the same book, as I believe it is an improvement on the old edition.

During the year teachers have shown an excellent spirit in endeavoring to co-operate with the supervisor, and it gives me pleasure to record the same at this time.

I greatly appreciate the interest and sympathy of members of the school board and Superintendent, and wish to express my thanks for the same.

Respectfully submitted,

W. J. TITCOMB,

Supervisor of Music.

REPORT OF THE Supervisor of Reading.

Mr. Everett B. Durfee, Superintendent of Schools,

The Progressive Road to Reading, at the superintendent's suggestion, was introduced into the Highland school, last October. Miss Macomber entered into her work with enthusiasm, and has succeeded admirably with her classes. Indeed her work compares favorably with that done in Providence. Miss Macomber, however, is handicapped in her work, because five year old children are admitted to her school every ten weeks. In Providence the conditions are in favor of the teacher. The children are six years old when they enter school, many of them have had a kindergarten training, and the children are admitted to school only twice a year. Of course in judging of the results of any method in teaching reading, one should consider the surrounding circumstances.

An attempt has been made this year to improve the spelling in connection with the reading lessons. The children's attention has been called to the silent letters in words, and to the peculiarities of certain words and then the children have spelled these words orally or written them on the blackboard. Again words have been given to the children from the reading lesson, and the aim has been to spell them rapidly and correctly the first time. After a reading lesson is finished in the primary grades, the children write from memory five or ten words from the lesson.

The ambitious children choose the unusual words, the others favor the familiar ones.

Beginning with the third year, the work in silent reading and oral reproduction receives a great deal of attention. The aim is to have the children, after one reading of a paragraph, ready to give the thought in good clear tones. This is done without any questioning by the teacher.

Folk dances, games, and songs were introduced this year into many of the lower primary grades. These take the place of some of the formal gymnastics, and are welcomed both by the teachers and the pupils. The juniors in the Normal Training School have done excellent work with the rhythmic movements and the folk dances; they will be prepared to teach these well to the children. It is interesting to know that several of the Russian and the Portuguese children taught their teachers graceful folk dances learned in the mother country. No doubt children from other countries will also add to the list.

I should like to suggest again that more prose reading matter is needed in some of the eighth and the ninth grades. Two more reading books, at least, should be added to the first grade, so that the more intelligent pupils may not be forced to read and re-read what they know almost by heart.

I wish to thank the superintendent and the school committee for their kindness and support, and the faithful teachers for the way in which they have encouraged the children to help themselves.

Respectfully submitted,

MARGARET T. HURLEY,

Supervisor of Reading.

GRAMMAR SCHOOL GRADUATES.

BORDEN SCHOOL.

Alice Ashley	Nancy Belle Worthington
Lauretta D. Auclair	Freeda Zobel
Margaret Mae Austin	Nathan Altshuller
Julia Veronica Burns	Ernest Capstack
Anna Chislow	William Edward Coughlin
Anastatia Catherine Crowther	Walter C. French
Matilda May Davis	George William Hopkins
Dorothy Louise Downey	T. Milton Jackson
Annie L. Ripley Eckersely	Eudore J. LeBoeuf
Elise Hawcroft	William Wallace MacDonald
Mary E. Kingberger	Robert McDermott
Hannah Elizabeth McMullen	William Anthony McGrath
Edna Mulveny	Percy James Murray
Madeline Irvin Riley	Philip Parenteau
Mary Ellen Sherman	Thomas Rothwell
Dinah Lottie Southworth	James Silvia
Beatrice May Ward	Alexander Swindells
Angela Whelan	Francis Robert Wheeler
	Paul M. Wheeler

COPICUT SCHOOL.

Bethia Monnetta Wixon Barnes

DAVENPORT SCHOOL.

Etta Agnes Chadwick	Albert Lincoln Booth
Margaret Alice Patricia Conroy	James Henry Francis Dailey
Margaret Loretta Wilhelmina Crosby	Francis Lawrence Daylor
Agnes Gertrude Devlin	Renold H. Demarais
Phoebe Margaret Amelia Foley	James Francis Diskin
Mary Lauretta Annunciata Gannon	James Joseph Giblein
Mary Gertrude Gordon	William Stang Giblein
Martha Elizabeth Hobbs	Ralph Arnold Hodgson
Margaret Mary Hurst	Daniel Francis Holland
Mary Cecilia Kelly	Harold James Thomas Hughes
Mary Claire Wilhelmina Knowe	George Henry Kershaw
Francis Elizabeth Learned Mackie	Thomas Bernard Lahey
Annie Mary Murphy	Robert McCaig
Vera Evangeline Reardon	George William McCreery
Norcecil Reid	Frank Murray

Catherine Irene Ryan	Jeremiah Joseph O'Neil
Lucy Smalley	Walter Edward Quinlan
Ethel Elizabeth Turner	Joseph Booth Smith
Florence Elizabeth Turner	John Edward Sullivan
Lena Walmsley	James Joseph Sullivan
Minnie Wilhelmina Zupa	Samuel Miah Weinstein

DAVIS SCHOOL.

Evelyn Agnes Adams	Lucy May Walker
Alice Bailey	Israel Thomas Boyd
Irene May Carter	Roland Emerson Brereton
Ethel May Darke	William Chappell Buckley
Gertrude Agnes Eileen Fagan	Joseph Butterworth, Jr.
Bella Gertrude Feinberg	Louis Caruso
Nellie Feldman	Frederick Robert Coulter
Margaret Irene Flynn	Francis A. Cox
Neva Gardner	Maurice Feldman
Nellie Grant	Paul Harold Finstein
Harriet Johnson	Francis Joseph Greeley
Eloise Bower Jones	Edmond Ironside
Mabelle Agnes Joyce	Charles Reuben Lovit
Teresa Elizabeth Lynch	James Martin Murray
Mary Jane McGraw	Fred Crammond Nicholson
Ruth Mercer	Chester Allen Norman
Ethel Alice Pilling	Samuel Rezneck
Elsie Marion Rayner	Alphonse Victor Poirier
Anna Leah Rosenberg	Charles Hastie Wood
Annie May Scott	David Zalkind
Ellen Ruth Sullivan	

Medal Pupil—NELLIE GRANT.

FOWLER SCHOOL.

Irene Angela Boas	Mildred McKinley Storey
Rebecca Euphemia Burke	Florence Bernidine Marie Sullivan
Lillian Chadwick	Florence Elizabeth Wood
Margaret Alice Curry	Sarah Bliss Wood
Marion Veronica Rafferty	Zita Dooley
Mabel Esther Duffy	Leo Patrick Casey
Helen Agnes Dutra	James William Colbert
Ada Louise England	Robert Edward Louis Colbert
Alice Hildegard Hall	William Edgar Connell
Maud Evelyn Hallas	Louis James Heffernan
	Thomas Benedict Horan

Annette Jeanie Lamb	William A. J. Horan
Ursula Margaret Lynch	Earl LeRoy Mathewson
Ruth Angela Margaret Malone	Franklin Kenna James Riley
Dorothy Grace McDermott	John Joseph Shay
Carrie Myrtle Place	John Francis Sullivan
Ruth Elizabeth Reynolds	Harry Whittaker
Theresa Veronica Shea	

GEORGE B. STONE SCHOOL.

Dora Bedrick	Frank Seagraves Morrissey
Jennie Bedrick	Margaret Cecilia Neeson
Leah Vincent Davis	James Henry Nestor
James Edward Duggan	Hilda Thurston Perry
Nora Edith Eckersall	William Cooper Smith
Goldie Helfanbein	James Foster Stafford
Sarah Marion Holmes	Squire Stansfield
Josephine Jepson	Mary Katherine Tallant
Gladys Annie Lancaster	Grace Alma Taylor
Robert Augustus Lawder	Elizabeth Warburton
Florence Marion Lincoln	Louise Anastasia Whalen
John Ambrose McLaren	Lewis Whitehead

HIGHLAND SCHOOL.

Lillian May Cahoon	Annah Shields Van Blarcom
Blanche Virginia Coleman	William Raymond Arnold
Helen Comey	Charles Lester Blankenship
Mildred Hazel Davis	John Sedgwick Bradbury
Olive Kenyon Davis	Harold Corey Bowen
Margaret Emily Douglas	Harry Miner Briggs
May Josephine Frawley	Warren Gardner Chace
Helen White Grush	Norman Bradford Chase
Bessie Irene Harrison	Sherman Dean Davis
Ethel Gertrude Hudner	William Eddy Fuller, 3rd.
Marion Louise Macomber	Harold Franklin Gibling
Jean Marshall	Raymond Leslie McCrossan
Ruth Marshall	Milton Bailey Nichols
Margaret Lee Milne	Robert James O'Neil
Eleanor Isabel Moore	Norman Cook Small
Anna Marie Noble	Irving Boynton Stafford
Martha Robinson	Henry Warburton
Edna Maria Sabens	Arthur Horrocks Wilde
Annie Coolidge Shove	Lester Brayton Wingate
Eleanor Shove	

 LINCOLN SCHOOL.

Katherine Frances Brennan	Aleck Gladstone
Anna Katherine Carragher	Ernest Patrick Halligan
Elizabeth Louise Carragher	Charles Calvin Holmes
Mabel Cleverly Coolidge	Royal Hunter
Etta Jeannette Fox	Charles Allen Lavigne
Mary Loretta Kelly	George Francis Lavigne
Maud Ettaleena Kenyon	John Patrick Francis Loftus
Gladys McCreery	Henry Vincent Lowney
Ann Elizabeth Walker	John Russell, Jr.
Alton Edward Borden	Henry Joseph Shea
George Albert Codaire	Francis Sullivan
Cyril Martin Feeney	John William Wallace

NATHANIEL B. BORDEN SCHOOL.

Evelyn Elizabeth Ashworth	Monica Genevieve Wiseman
Annie Cecilia Catherine Clemmey	Marie Assunta Wiseman
Gladys Stanley Chadwick	Harry Bloom
Julia Pauline Gertrude Cahill	Burton Lincoln Booth
Ruth Lyman Chew	James Lawrence Connor
Mildred Veronica Carroll	Raymond Edgar James Daley
Grace Louise Cuttle	John William Davis
Gladys Willard Durfee	William Thomas Dixon
Florence Marie Delaney	Martin Carl Feinburg
Alice Florence Goldberg	William Edward Paul Gotham
Esther Avery Holmes	Dennis William Harrington
Madeline Cecilia Keefe	Lawrence Leach Holden
Rose Alida Lalanee	Max Horn
Rebecca Helen Laurans	Charles Thurston Jones
Soutelle Madowsky	Charles Kilroy
Irene Anne McDermott	Fred Edmund Marienfeld
Sarah Louise Moran	Charles Anthony McCann
Margaret Benedict Morey	Clifford Leander McFarland
Grace Agnes Murphy	Chester Daniel McMillan
Marion Cecilia O'Hearn	Frank Clifford Melvin
Florence Mildred Partington	Albert Francis Ney
Elizabeth Anthony Rourke	Raymond John Phillips
Estelle Laura Schwartz	Raymond Francis Powers
Margaret Loretta Sullivan	Michael Edward Thomas Rourke
Marguerite Catherine Sullivan	Clarence McKinley Sherman
Anastasia Marion Shea	Edwin Spalding Southworth, Jr.
Elsie Gertrude Terry	Joseph Thomas Sweeney
Mildred Winslow	Romeo Ovide de Villers

ROBESON SCHOOL.

Jane Evelyn Aylward	Maurice Alpert
Ellen Theresa Dempsey	Walter E. Barrett
Helen K. Hyland	Charles B. Bernstein
Annie Katzew	William J. Hibbert
Martha Evelyn Lubinsky	Timothy F. Manning
Rose M. Lubinsky	Samuel Markelevich
Esther Mildred Minkin	Alexander Robinovitz
Elizabeth M. Ostroff	John Sherlog
Helen Reznick	Isador H. Simon
Annie Ellen Sacks	Israel Uditsky
Jeannette Schoichetman	James Ward
Sarah Wexler	Charles I. Zaslavsky

SAMUEL WATSON SCHOOL.

Florence Lord Arnold	Parley Chester Gilmore
Mildred Borden	Stanley Morton Holiday
Stephen Anson Bottoms	Grace Hirst Kenworthy
Roland Victor Briere	Antoinette Pelletier
Albertina Freeda Doucette	Blanche Laura Pouliot
Laura Marie Regina Dudevoir	Milford George Woodfield Powell
John Eastwood	Sophia Segal
Doris Hall Gifford	Eileen Ursula Smith

Medal Pupil—DORIS HALL GIFFORD.

SLADE SCHOOL.

Elizabeth Ormes Alford	Farquhar Langton
Estelle Brierly	Joseph Walter Olberth
Lottie Isabel Boyer	Jane Ellen Ouilette
Byron Albert Brayton	Oliva Joseph Prevost
Helena Gertrude Cotter	Eppy Alva Pickup
Marion Ella Chace	Albert Louis Paquin
Alice Gertude Cantwell	Inez May Rowley
Jennie Agnes Connerton	Frank Elmer Reed
John Edward Carney	Ida Magdalene Surmann
Dora Anderson Durfee	Lillian Elizabeth Smith
Ellen Hornby	Vernon Stanley Smith
Samuel Hamlet Isherwood	Jane Elizabeth Smith
Harold Jackson	Roland Edgar Sorel
Mary Etta Gonzaga Kehoe	Miriam Wesley Shovelton
Aurora Madeline Laplante	Thomas Gilmore Walker

STEEP BROOK SCHOOL.

Elsie Davis Anthony	Alton Ward Allen
Mary Ellen McNally	Harrison C. Howland
Mary Alice Roe	Lester Babbitt Hardy
Margaret Stott	James Francis Kilduff
Edith Abbie Thurston	Horace Alston Millard
Gertrude F. Wood	

WESTALL SCHOOL.

Ida Marion Anderson	Lois Auten Warner
Constance Bassett	Marion Wilcox
Katharine Graham Beattie	Charles Dillingham Booth
Blanche Evelyn Dixon	James Buffington, Jr.
Margaret Gee	John Sharples Coldwell
Elisabeth Gifford	Francis Leo Connors
Hilda Gifford	Edward Clyde Delano
Ruth Emma Gregson	Herbert Stetson Harrison
Mary Louise Bernadette Hoar	Lee Howard Hawkins
Florence Holl Holland	Harold Gardiner Hood
Mary Cecilia Keavy	Spencer Vernon Johnston
Ethel Warren Kidder	Leo Joseph Murphy
Julia Blake MacDonald	Carleton James Pinckney
Barbara Manchester	Charles Lloyd Thomas, 2d.
Edith Gertrude Sisson	Edward Kendall Wing
Grace Pierce Tillson	

WILLIAM S. GREENE SCHOOL.

Charlotte Allinson	Clara Madeline Kennedy
Walter Everett Catterall	Annie Louise McKenny
Mary Elliot Clemmy	Edward Lawrence Moran
Inez Morrison Durfee	Ellen Agnes Mullen
Doris Elizabeth Fitton	William James Murphy
Annie Loretta Fitzgerald	Charles William O'Neil
Harold Grantham	Gladys Turner Robinson
Charles William Grime	Alice Willfal Smeaton
Robert Dyson Jagger	Claude Wilson White

CERTIFICATES GIVEN AT LINCOLN
ADVANCED EVENING SCHOOL.
1911-1912.

Florence Allcock, Shorthand, Typewriting, Penmanship.
James W. Beugler, French.
Hervey J. Bennett, Shorthand, Typewriting, Bookkeeping.
Pauline Brelsford, Bookkeeping, Shorthand, Typewriting.
Ralph E. Canning, Algebra, Geometry, English.
Thomas V. Cantwell, Spelling, Arithmetic, Penmanship.
Clarence B. Clark, French, Arithmetic, Penmanship.
Herbert A. Crompton, Arithmetic, Spelling, Penmanship.
William E. Coughlin, Spelling, Arithmetic, Penmanship.
Christina M. A. Deegan, Shorthand, Typewriting, Bookkeeping.
John Eastwood, Bookkeeping, Spelling, Penmanship.
Thomas Eastwood, Spelling, Arithmetic.
Timothy J. Feeney, Spelling, Arithmetic, Penmanship.
Joseph D. Gallacher, Bookkeeping, Arithmetic, Penmanship.
Owen A. Gilligan, Bookkeeping.
James V. Hanrahan, English, Arithmetic, Penmanship.
John W. Haworth, Spelling, Arithmetic, Penmanship.
Joseph W. Heywood, French, Bookkeeping, Penmanship.
Francis D. Higgins, Spelling, Arithmetic, Penmanship.
Harriet Johnson, Shorthand, Typewriting, Penmanship.
John P. Leonard, French, Arithmetic, Penmanship.
Arthur Langton, French, Spelling, Arithmetic.
Ervin B. MacDonald, Bookkeeping.
Margaret M. McHale, English, Arithmetic, Penmanship.
John E. Marum, Bookkeeping,
Ellen Miller, English, Arithmetic.
Thomas H. O'Neil, Bookkeeping, Arithmetic, Spelling.
John J. Neilan, Spelling, Arithmetic, English.
Ruth C. Poxon, Spelling, Arithmetic, English.
Irene B. Sheehan, Spelling, Arithmetic, Penmanship.
Bernard J. Sipples, English, Arithmetic, Spelling.
Annie V. Sullivan, Spelling, Arithmetic, Penmanship.
Edwin Whitehead, Spelling, Arithmetic, Penmanship.
John P. Wardle, Spelling, Arithmetic, Penmanship.
Adeleine M. Whiting, Shorthand, Typewriting, Penmanship.
Arnold J. Whitworth, Arithmetic, English, Penmanship.
Carrie H. Blackburn, Shorthand, Typewriting.
Clement S. Bradshaw, Shorthand, Typewriting.

Annie L. Conroy, Latin, Typewriting, English.
Anastasia M. Finnegan, French, English.
Frederick Hayston, Arithmetic, Spelling, English.
Eastwood Haworth, Arithmetic, Spelling, English.
Alice E. Heywood, Latin, Typewriting, English.
Angela V. Higgins, French, Spelling, Penmanship.
Michael J. Higgins, Spelling, Arithmetic, Penmanship.
Catherine A. Hill, English, Arithmetic, Spelling.
Joseph D. Lafond, Arithmetic, English.
Anna M. Maleady, Shorthand, Typewriting, English.
Mathew J. Maloney, Arithmetic, Spelling.
Eppy Alva Pickup, Shorthand, Typewriting, Bookkeeping.
John William Roberts, Arithmetic, English, Penmanship.
John Lawrence Sherlog, Shorthand, Typewriting, Bookkeeping.
Francis J. Sullivan, Shorthand, Typewriting, Spelling.
James H. Sullivan, English, Arithmetic, Spelling.
William A. Walsh, Shorthand, Typewriting.
Eliza Scott, Spelling, English.
Mary F. Maleady, Bookkeeping, Arithmetic, Penmanship.
Nina B. Nuttall, Shorthand, Typewriting.
Arthur J. Langfield, Spelling, Arithmetic, Penmanship.
Francis J. Sullivan, Arithmetic, Algebra, Geometry.
James H. Hussey, Arithmetic, English, Spelling.
Jeremiah S. Bogan, Arithmetic, Algebra, Geometry.
James Latessa, Spelling, Arithmetic.
Daniel J. Lowney, English, Arithmetic, Spelling.

OSBORN STREET ADVANCED EVENING SCHOOL.

1911-1912.

Elizabeth Ormes Alford, Bookkeeping, Shorthand, Penmanship.
Palmyra O. Almeida, Shorthand, Spelling, Typewriting.
Frank Arnold, Arithmetic, Penmanship, Spelling.
George Francis Arsnow, Arithmetic, Penmanship, Spelling.
Frank Barnes, Arithmetic, Spelling.
Elizabeth Barrett, English, Physiology, Spelling.
Harriet Breese, Arithmetic, English.
Burnis Clark Brown, English, Penmanship, Spelling.
Annie Cassidy, English, Physiology, Spelling.
Cornelius J. Carey, Arithmetic, Penmanship, Spelling.
Tom Chadwick, Arithmetic, English, Spelling.
Jennie A. Connerton, Bookkeeping, Shorthand, Typewriting.

Peter A. Cummings, Arithmetic, Spelling.
Eva Dauphinais, Arithmetic, Shorthand, Typewriting.
Frances T. Dickenson, Arithmetic, English, Spelling.
Marion Dooley, Bookkeeping, Shorthand, Typewriting.
Frances Entin, Shorthand, Typewriting.
Ernest Bennett Fantom, Arithmetic, English, Spelling.
George Fiddler, Arithmetic, Shorthand, Typewriting.
James Edward Fitzgerald, Bookkeeping, Shorthand, Typewriting.
Edward F. Fox, Arithmetic, Spelling.
Henry Edward Gangwisch, Arithmetic, Shorthand, Typewriting.
William A. Gangwisch, Arithmetic, English, Spelling.
Mary Gertrude Gordon, Bookkeeping, Shorthand, Typewriting.
Mabel May Grantham, English, Shorthand, Typewriting.
Elizabeth M. Halliwell, English, Spelling, Physiology.
Lillian Beatrice Hammond, Arithmetic, Penmanship, Spelling.
John E. Hampson, Arithmetic, Penmanship, Spelling.
Joseph Hickey, Arithmetic, English, Typewriting.
Ellen Hornby, English, Shorthand.
Leola May Howard, Arithmetic, English, Spelling.
Alice Jackson, Arithmetic, English, Spelling.
Abraham Leo Kaplan, Arithmetic, English, Spelling.
Marion E. Kaplan, English, Penmanship, Spelling.
Francis J. Kelley, Arithmetic, Shorthand, Typewriting.
Martin Kelly, Arithmetic, Penmanship, Spelling.
Annette Lamb, English, Shorthand, Typewriting.
Lawrence P. Lambert, Shorthand, Spelling, Typewriting.
Minnie Lépow, English, Penmanship, Spelling.
Rose Lepow, English, Penmanship, Spelling.
Emanuel Lund, Arithmetic, English, Spelling.
Jeremiah C. Lynch, Arithmetic, Penmanship, Spelling.
William A. Malone, Arithmetic, Shorthand, Typewriting.
Violet May Martin, Penmanship, Shorthand, Typewriting.
Charles Simmons Marston, Arithmetic, Penmanship, Spelling.
Louise Mason, Bookkeeping, Shorthand, Typewriting.
Mary B. E. McElvie, Bookkeeping, English, Spelling.
Robert R. McMillan, Bookkeeping, Shorthand, Typewriting.
William McWatters, Algebra, Spelling, Penmanship.
Arthur Michaud, Arithmetic, English, Spelling.
Joseph S. Michaud, Arithmetic, English, Spelling.
George A. Morgan, Arithmetic, English, Spelling.
Ellen A. Mullen, Bookkeeping, Shorthand, Typewriting.
Loretta Cecilia Murphy, Shorthand, Spelling, Typewriting.
Richard Murray, Shorthand, Typewriting.
Edwin Mycock, Arithmetic, English, Penmanship.

Michael O'Brien, Arithmetic, English, Spelling.
Frank Oliver, Arithmetic, English, Penmanship.
Theodore Oliviera, English, Penmanship, Spelling.
Mary E. O'Meara, Arithmetic, English, Spelling.
James E. O'Rourke, Shorthand, Spelling, Typewriting.
John F. O'Rourke, Arithmetic, Penmanship, Spelling.
Thomas E. O'Toole, Arithmetic, Shorthand, Typewriting.
Martial Pelletier, Arithmetic, English, Spelling.
William Perreault, Arithmetic, Shorthand, Typewriting.
John Joseph Philbin, Arithmetic, Spelling.
Philomena Ellen Plant, Arithmetic, Penmanship, Spelling.
Beatrice Ratcliffe, Arithmetic, Penmanship, Spelling.
Maud Ratcliffe, Arithmetic, Penmanship, Spelling.
Edward W. Shaw, Arithmetic, Penmanship, Spelling.
Mary Etta Shovelton, Bookkeeping, Shorthand, Typewriting.
Alice W. Smeaton, Arithmetic, English, Penmanship.
John Smith, Arithmetic.
Rosetta Smith, Bookkeeping, English, Spelling.
William Henry Smith, Bookkeeping, Shorthand, Typewriting.
Albert Henry Solomon, Bookkeeping, Shorthand, Typewriting.
Robert J. Spencer, Arithmetic, English, Spelling.
Charles Stewart, Arithmetic, English, Spelling.
Mary Stewart, Bookkeeping, English, Shorthand.
Harry Stringer, Shorthand, Spelling, Typewriting.
Helena Veronica Sullivan, Arithmetic, English, Spelling.
Thomas M. Sullivan, Arithmetic, Shorthand, Typewriting.
Harold W. Vinecombe, Arithmetic, English, Penmanship.
Earl B. Wadsworth, Shorthand, Spelling, Typewriting.
Ida Wexler, Penmanship, Shorthand, Typewriting.
Edward Whittle, Bookkeeping, Shorthand, Typewriting.
John R. Wilde, Penmanship, Shorthand, Typewriting.
Elmer Spencer Willis, Shorthand, Spelling, Typewriting.
Henry H. Willis, Shorthand, Spelling, Typewriting.
James E. Winn, English, Penmanship, Spelling.

THE FOLLOWING TABLE

Gives the Number of Pupils in each School Building and the Average Attendance for the Year Ending June 30, 1911.

SCHOOL.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Percentage of Attendance.
B. M. C. Durfee High School	10-13	1000	914	873	96
Normal Training	1-5	352	287	266	93

GRAMMAR SCHOOLS.

Borden	4-9	622	548	522	95
Brayton Avenue	1-8	314	289	272	94
Davenport	1-9	743	705	658	93
Davis	1-9	603	548	513	93
Fowler	1-9	380	358	337	95
George B. Stone	1-9	449	400	369	92
Harriet T. Healy	1-6	363	315	285	90
Highland	1-9	316	289	279	93
Lincoln	1-9	478	408	386	94
N. B. Borden	1-9	519	485	457	94
Robeson	1-9	694	653	608	94
Samuel Watson	1-9	458	367	337	92
Slade	1-9	713	570	517	91
Steep Brook	1-9	133	120	113	94
Westall	1-9	513	460	429	93
William S. Greene	1-9	416	371	356	96

INTERMEDIATE AND PRIMARY SCHOOLS.

Anawan Street	1-4	152	132	120	92
Border City	1-4	342	305	265	87
Bowen Street	1-4	117	99	90	91
Broadway	1-4	216	177	162	93
Brown	1-5	361	326	381	94
Coughlin	1-5	331	263	239	91
Danforth Street	1-5	228	188	176	94
Davol	1-5	398	358	323	91

TABLE—*Continued.*

SCHOOL.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Percentage of Attendance.
Eastern Avenue	1-5	179	146	129	89
Ferry Lane	1-4	181	168	157	92
James M. Aldrich	1-5	371	290	263	91
Laurel Lake	1-4	292	249	226	90
Lower New Boston	1-4	29	26	24	92
Mount Hope Avenue	1-4	197	151	135	89
Pine Street	1-4	315	251	232	92
Ruggles	1-4	381	339	313	92
Samuel Longfellow	1-5	554	454	431	95
Tucker Street	1-4	235	184	161	87
William Connell	1-5	424	361	332	92
PRIMARY SCHOOLS.					
Brownell Street	1-3	177	171	159	93
Buffinton Street	1-3	169	151	135	89
Cambridge Street	1-3	189	170	159	93
Canal Street	1-2	88	78	73	93
Chace	1-3	183	149	134	91
Columbia Street	1-3	253	217	203	93
Covel Street	1-3	201	172	158	92
Fulton Street	1-3	208	179	167	93
Linden Street	1-3	161	146	134	91
Lindsey Street	1-3	215	181	176	97
Pleasant Street	1-3	122	86	74	86
SUBURBAN SCHOOLS.					
Copicut	1-9	17	15	12	80
North Fall River	1-8	19	15	14	84
Upper New Boston	1-8	38	30	25	84
Watuppa	1-9	22	16	14	88
KINDERGARTENS.					
Anawan Street		66	41	31	75
Border City		60	42	34	81
Pleasant Street		90	44	33	75
William S. Greene		51	45	38	86

THE FOLLOWING LISTS

Give the Names of Teachers, Their Addresses, the Subject or Grades in which They Teach, and the Date of Election.

B. M. C. DURFEE HIGH SCHOOL

ROCK STREET, BETWEEN CHERRY AND LOCUST STREETS.	Date
GEORGE F. POPE, Principal, 175 Rock.	1877
Mathematics,	
WILLARD H. POOLE, Vice-Principal, 229 Belmont.	1895
Physics and Chemistry,	
HANNAH R. DAVIS, 65 School.	1870
English,	
EMILY E. WINWARD, 15 Winward.	1875
French,	
WILLIAM J. WOODS, 264 French.	1891
Mechanics and Drawing,	
JAMES WALLIS, 206 Winter.	1891
Commercial,	
GERTRUDE M. BAKER, 229 Belmont.	1896
English,	
HARRIET A. M. SMITH, 529 High.	1884
French,	
ASA E. GODDARD, 473 Walnut.	1900
Mathematics, Geology, Astronomy,	
HARRIET T. MARVELL, 243 Highland Avenue.	1897
Physiography, Physiology, Reviews,	
HERBERT M. C. SKINNER, 481 Durfee.	1902
Mechanics and Drawing,	
EUNICE A. LYMAN, 154 Hanover.	1893
History,	
SUSAN W. STEVENS, 299 Hanover.	1893
German and Mathematics,	
ROBERT R. GOFF, 114 Winter.	1903
Mathematics.	
JOHN S. BURLEY, 145 Grove.	1905
English,	
WILLIAM W. GARDNER, Touiset.	1905
English and Mathematics,	

ALICE B. DAMON, 175 Rock. Botany and Zoology,	1906
LINDA RICHARDSON, 175 Rock. History and Latin,	1906
CHARLES F. HOWLAND, 623 Robeson. Commercial,	1906
DAVID E. GREENAWAY, 188 Hanover. History and Civil Government,	1907
HELEN H. IRONS, 123 New Boston Road. French,	1907
LENA P. ABBE, 375 Rock. Algebra,	1908
FLORENCE E. LOCKE, 130 Rock. German,	1908
LYDIA A. SLADE, Substitute, Touiset. German,	1911
DAVID Y. COMSTOCK, 800 Locust. Latin,	1909
RALPH M. SMALL, 800 Locust. Latin,	1910
HARRIET D. PROCTOR, Substitute, 175 Rock. German and English,	1910
CHARLES A. PERRY, 199 North Main. Mechanics and Drawing,	1911
WILLIAM D. MORRISON, 2009 Robeson, Mathematics,	1911
BLANCHE A. VERDER, 289 Belmont. English and History,	1911
CECIL T. DERRY, 204 Rock. Greek and Latin,	1911
ALICE G. LANGFORD, Temporary Substitute, 35 Ridge. Latin and History,	1911
ANSEL G. RICHARDS, 135 New Boston Road, English,	1911
MABELLE E. DAVIS, Temporary Substitute, 1257 Robeson. English,	1911
FREDERICK W. HARRISON, 678 Hanover. Military Drill,	1910
SAMUEL N. F. SANFORD, 74 Ridge. Secretary and Librarian,	1906

NORMAL TRAINING SCHOOL.

Eight Rooms.

OSBORN STREET, WEST OF SOUTH MAIN STREET.

Anna W. Braley, Principal,	65 School	1896
Ruth Negus, Vice-Principal,	186 Maple	1882
Winifred F. Chase, Instructor,	22 Prospect	1907
Mabel L. Stuart, Instructor,	45 Ridge	1896
		Grade Date
Cecilia M. Doran,	196 Jencks	V 1903
Maude L. Sampson,	101 Winter	III 1904
Margaret G. Lynch,	1098 Bedford	I 1906
Gertrude M. Hurley, Substitute,	90 Stanley	1905

SENIOR CLASS.

Theresa A. Bolen,	463 Linden
Helena C. Brady,	342 Pearce
Olga T. Connolly,	15 Branch
Mary M. Coyle,	293 Linden
Loreto B. Daley,	370 Ridge
Ellen B. C. Dolan,	548 South Main
Florence L. Durfee,	578 Osborn
Marion Enwright,	123 Ridge
Judith F. Farrell,	889 Rodman
Gertrude H. Mulveney,	997 North Main
Anna E. F. Murphy,	285 Fountain
Esther J. Murphy,	690 South Main
Katherine V. Nannery,	222 Linden
Alice ^o L. Olding,	508 Centre
Loretta A. O'Neil,	514 Bradford Ave.
Mary E. F. Powers,	208 John
Lois R. Ramsay,	236 Grove
Mary C. Reardon,	284 Morgan
Ella M. Snow,	300 Belmont
May J. Storey,	885 Robeson
Helen P. Sullivan,	379 Whipple
Julia E. Sullivan,	74 Kellogg

JUNIOR CLASS.

Alice C. Arnold,	154 Swindells
Margaret M. Campbell,	661 Second
Lucy M. Casey,	825 Plymouth Ave.

Margaret M. W. Donovan,	491 Linden
Hazel M. Fish,	431 Whipple
Katherine A. Harrington,	166 Whipple
Genevieve M. Hayden,	457 Linden
Theresa E. Heffernan,	568 Fourth
Mary E. G. Hobbs,	400 Snell
Letitia M. Kearns,	466 Prospect
Anna M. Kenneally,	163 Osborn
Mary McKenney,	545 South Main
Jennie Miller,	137 Barnaby
Elladore F. O'Neil,	293 Linden
Florence I. Sanford,	435 Beach
Anna E. Sullivan,	46 Oliver
Ella D. Swords,	697 Walnut
Sarah A. Whipp,	79 Whipple

GRAMMAR SCHOOLS.

BORDEN SCHOOL.

Twelve Rooms.

ROCK STREET, BETWEEN BROWNELL STREET AND PRESIDENT AVENUE.

		Grade Date
Charles E. Reed, Principal,	708 Pearce	IX 1896
Anna E. Shay, Principal's Assistant,	403 Madison	IX 1901
Katherine C. V. Sullivan,	48 Almy	VIII 1900
Mary J. Bean,	291 Maple	VII 1892
Jessie L. Foster,	326 Bank	VII 1887
Jennie A. Weathern,	62 Barnaby	VI 1895
Ella LeBeau,	396 Madison	VI 1892
Catherine Kerrigan,	290 Cory	VI 1894
Eliza E. Keeher,	44 Mount Pleasant	V 1897
Anna A. Ryan,	800 Cherry	V 1901
Isabel Ashley,	3159 North Main	V 1899
Mary V. McCarty,	332 Brownell	IV 1906
Sara H. French,	318 Prospect	IV 1898

BRAYTON AVENUE SCHOOL.

Eight Rooms and Hall.

BRAYTON AVENUE, BETWEEN BAKER AND SMITH STREETS.

		Grade Date
Lottie V. Grush, Substitute Prin.,	506 Prospect	VII 1898
Elizabeth F. Shea, Sub. Prin. Ass't.,	198 Cottage	VII 1906
Elizabeth C. Leary,	134 Freedom	VI 1905
Elizabeth J. Leary,	76 Cottage	V 1906

Lillian L. Harvey,	66 Garfield	V,IV 1907
Alice G. Stanton,	300 Buffinton	IV 1904
Mary E. Mernin,	289 Manchester	III 1904
Gertrude M. Sullivan,	188 Cottage	II 1903
Bertha M. Damon,	46 Richmond	I 1899

DAVENPORT SCHOOL.

Eighteen Rooms.

BRANCH STREET, BETWEEN FOURTH AND FIFTH STREETS.

		Grade Date
Charles J. McCreery, Principal,	900 Plymouth Ave.	IX 1887
Lizzie Bowers, Principal's Assistant,	344 Bank	IX 1889
Julia A. McMahon,	792 Locust	IX 1890
Annie F. Grinnell,	Tiverton, R. I.	VIII 1892
Katherine L. McDonough,	Warren, R. I.	VIII 1898
Melissa J. Macomber,	25 Rodman	VII 1880
Ethel W. Durfee,	63 Rodman	VII 1903
Annie F. McNerney,	416 Whipple	VII,VI 1903
Elizabeth G. McDermott,	943 South Main	VI 1891
Sadie L. Kerrigan,	290 Cory	VI 1899
Mary C. O'Brien,	34 Forest	VI,V 1905
Mary J. Quinn,	145 Tremont	V 1907
Ella F. Hill,	34 Linden	V,IV 1907
Elizabeth S. Frank,	928 Middle	IV 1891
Dora E. Thomas,	246 Ridge	III 1874
Margaret A. Flanagan,	30 Morgan	III,II 1899
Ada R. Hambly,	15 Hambly	II 1884
Ada E. Ochampaugh,	75 Kellogg	I 1900
Mary E. V. Corcoran,	238 North Main	I 1892

DAVIS SCHOOL.

Twelve Rooms.

QUEQUECHAN STREET, BETWEEN COUNTY AND PLEASANT STREETS.

		Grade Date
Norman S. Easton, Principal,	458 High	IX 1895
Alice D. Almy, Principal's Assistant,	579 North Main	IX 1874
Annie Ashton,	34 Ashton	VIII 1872
Elizabeth G. O'Neil,	Pottersville,	VIII,VII 1899
Susan A. Crapo,	241 Pine	VII 1871
Lucy S. Macomber,	North Westport	VII 1878
Harriet A. Palmer,	31 Highland Place	VI 1888
S. Adelaide Warfield,	595 Pine	VI 1873
Celia M. Warfield,	595 Pine	VI 1873
Mary E. Ravenscroft,	43 Tecumseh	V 1901

Margaret I. Connell,	78 Covell	IV 1903
Mary F. Garity,	49 Lyon	III,II 1898
Annie M. Kennedy,	900 Stafford Road	I 1904

FOWLER SCHOOL.

Eight Rooms.

SPRAGUE STREET, CORNER OF BEACH STREET.

		Grade Date
Candance Cook, Principal,	498 June	IX,VIII 1872
Mabelle E. Ramsay, Prin. Assistant,	236 Grove	IX,VIII 1900
Elizabeth T. Higney,	290 Cory	VIII,VII 1891
Stella H. Baylies,	80 Hanover	VII,VI 1910
Elizabeth O'Loughlin,	106 Jones	V, 1900
Helen I. McAdams,	35 Pine	IV 1907
Mary K. Bullock,	508 Centre	III 1893
Delia I. Hassett,	533 Middle	II 1892
Grace L. Redfern,	306 Bank	I 1896

GEORGE B. STONE SCHOOL.

Eight Rooms.

GLOBE STREET, NEAR GARFIELD STREET.

		Grade Date
Benjamin Cook, Principal,	257 French	IX 1901
Susan M. Wolfendale, Prin. Ass't.,	1146 Stafford Road	IX 1881
Mary E. G. Leat,	683 Second	VIII 1890
Helena F. Carroll,	256 Whipple	VII 1896
Elena H. McKenney,	883 Plymouth Ave.	VI 1902
Macie E. Grinnell,	1220 Globe	VI 1891
Annie C. Coombs,	75 Grinnell	V,IV 1884
Mary B. Connors,	68 Manton	IV,III 1903.
M. Alice Clarke,	98 Stafford Road	II,I 1904

HARRIET T. HEALY SCHOOL.

Eight Rooms.

HICKS STREET, OPPOSITE LESTER STREET.

		Grade Date
Mary A. McCreery, Principal,	1973 South Main	VI 1881
Maud A. Ferguson, Prin. Assistant,	3775 North Main(rear)	VI 1902
Leah Sorel,	352 State Avenue	VI,V 1902
Eliza J. Robertson,	83 Cottage	V 1868
Mary V. Cummings,	631 Middle	IV 1906
Annie C. Kay,	47 Kay	III 1886
Lizzie T. Gray,	Tiverton, R. I.	II 1895
Lizzie A. McCarthy,	517 Fourth	II,I 1903
Gertrude A. McElvie,	Tiverton, R. I.	I 1899

HIGHLAND SCHOOL.

Seven Rooms and Hall.

ROBESON STREET, CORNER OF STANLEY STREET.

		Grade Date
Arthur B. Higney, Principal,	290 Cory	IX 1902
Genevieve H. Bliss, Prin. Assistant,	South Swansea	IX 1880
Lydia E. Palmer,	31 Highland Place	VIII 1890
Ina M. Davis,	1257 Robeson	VII 1893
Marguerite T. Smyth,	681 Prospect	VI 1903
Sarah E. Borden,	724 Maple	V 1898
Ethel I. Lake,	501 Pine	IV,III 1896
Anna R. Macomber,	1126 Meridian	II,I 1902

JOHN J. McDONOUGH SCHOOL.

Twelve Rooms and Hall.

(Partially Occupied.)

FOUNTAIN STREET, CORNER OF WILLIAM STREET.

		Grade Date
Harry Smalley, Principal,	611 June	IX,VIII 1907
Alice M. Fash, Principal's Assistant,	549 Osborn	IX,VIII 1894
Annie M. Borden,	202 Third	VII 1880
Mary M. Draper,	627 Prospect	VII 1896
Joanna E. Sheedy,	1336 North Main	VI 1898
Helen B. Stirling,	71 Oliver	VI 1897
Ellen L. McCann,	404 Bradford Ave.	VI 1891
E. Ralphine Fothergill,	261 Ridge	V 1904
Sarah E. Smith,	50 Bradford Ave.	V 1883
Willa B. Lake, Cooking teacher	491 Hood	1911

KINDERGARTEN.

Caroline L. Gee, Principal	188 Hanover	1893
Harriet E. Graves, Assistant,	186 Maple	1907

LINCOLN SCHOOL.

Twelve Rooms and Hall.

HIGH STREET, CORNER OF PINE STREET.

		Grade Date
George H. Sweet, Principal,	92 Winter	IX 1898
Frances W. Moore, Prin. Assistant,	35 Bigelow	IX 1893
Mary L. Ryder,	137 Cherry	VIII 1877
Maria L. Buffinton,	229 Belmont	VII 1888
Rose L. Vallee,	666 Locust	VII 1900
Mary E. Thompson,	431 Prospect	VI 1886
Emma F. Barker,	138 Rock	VI 1872
Letitia M. Oliver,	36 Buffinton	VI 1906

Martha A. Valentine,	273 Winter	V 1903
Annie L. C. Robertson,	601 Pine	IV 1879
Lizzie H. Simmons,	89 Hanover	III,II 1875
A. Annette Williams,	590 Locust	I 1892

NATHANIEL B. BORDEN SCHOOL.

Twelve Rooms.

MORGAN STREET, BETWEEN RIDGE AND WHIPPLE STREETS.

		Grade Date
Orrin A. Gardner, Principal,	372 Pine	IX 1898
Maybel M. Manning, Prin. Assistant,	603 Middle	IX 1901
Lucy E. Fothergill,	261 Ridge	VIII 1900
Martha D. Peters,	256 Maple	VIII,VII 1897
Sallie A. Field,	451 Pine	VII 1889
Emeline B. Orswell,	Tiverton, R. I.	VI 1866
Roberta A. Stirling,	71 Oliver	VI 1901
Elizabeth V. Swords,	697 Walnut	V 1905
Mary E. Sheehan, Substitute,	566 Osborn	IV 1899
Lucy H. Robertson,	83 Cottage	III 1869
E. Gertrude Palmer,	178 Elm	II 1896
E. Leonora Cuttle,	531 South Main	I 1897
Anna M. Boyce,	300 Belmont Special Class	1894

SAMUEL WATSON SCHOOL.

Ten Rooms and Hall.

EASTERN AVENUE, OPPOSITE MARCHAND STREET.

		Grade Date
John R. Ferguson, Principal,	225 Madison	IX,VIII 1895
Annie E. Moore, Prin. Assistant,	147 Elm	IX,VIII 1891
Mary M. Dunn,	815 Walnut	VII 1901
Anna M. Hanrahan,	95 Ballard	VI 1903
Mary D. Sullivan,	126 Flint	VI,V 1904
May L. V. Harrington,	97 Elm	V,IV 1907
Matilda A. Chace,	406 Durfee	IV 1903
Alice A. Walsh,	84 Quequechan	III 1904
Sarah C. Marnoch, Substitute,	379 Jefferson	II 1907
Annie L. O'Donnell,	416 Whipple	I 1906
Cornelia C. Mackie,	1034 Plymouth Ave.	I 1907

SLADE SCHOOL.

Twelve Rooms.

SOUTH MAIN STREET, CORNER OF SLADE STREET.

		Grade Date
Margaret J. Bury, Principal,	57 Ridge	IX 1871
Bertha E. Fogwell, Prin. Assistant,	239 Warren	IX 1902
M. Alice Grady,	101 Rock	VIII 1894

Evelyn E. Albro,	175 Barnaby	VII 1873
Annie L. Collins,	793 Broadway	VII,VI 1906
Laura Hennessey,	175 Franklin	VI 1899
Annie F. Leary,	134 Freedom	V 1893
Elizabeth V. Coyle,	786 Locust	V,IV 1907
Bertha E. Kay,	47 Kay	IV 1881
Cora F. Hacking,	Pottersville	III 1891
Mary V. Lowney,	755 Plymouth Ave.	II 1896
Hannah C. Kelly,	115 Orange	II,I 1903
Sarah J. Cunneen, Substitute,	32 Freedom	I 1879

STEEP BROOK SCHOOL.

Two Rooms.

NORTH MAIN STREET, OPPOSITE ASHLEY STREET.

		Grade Date
William T. Collins, Principal,	631 Tower	IX,VIII,VII,VI,V 1910
Mabel E. Harris, Assistant,	807 Plymouth Ave.	VII,VI,V 1899
Stella M. Connor,	3820 North Main	IV,III,II,I 1906
Susan E. Bliffins, Assistant	3024 North Main	, II,I 1890

WESTALL SCHOOL.

Twelve Rooms and Hall.

MAPLE STREET, BETWEEN SCHOOL AND JUNE STREETS.

		Grade Date
George W. Locke, Principal,	2123 Highland Ave.	IX 1856
Mary L. Locke, Prin. Assistant,	2123 Highland Ave.	IX 1883
Joanna E. Sullivan, Substitute,	309 Linden	IX,VIII 1898
Mabel Harlow,	266 Pine	VIII 1905
Fanny H. Learned,	301 High	VII 1904
Harriet B. Silvia,	94 Underwood	VII 1899
Sarah B. Sampson,	101 Winter	VI 1901
Mary E. Young,	127 Ward	VI 1899
Ida M. Wild,	28 Chaloner	V 1903
Josephine Chace,	94 Lincoln Ave.	V,IV 1903
Mary R. Shay,	62 St. James	IV 1905
M. Ella Berry, Substitute,	137 Cherry	III 1883
Jessie W. Golden,	279 Grove	II,I 1897

WILLIAM S. GREENE SCHOOL.

Ten Rooms and Hall.

CAMBRIDGE STREET, CORNER OF LAPHAM STREET.

		Grade Date
William A. Hart, Principal,	233 Purchase	IX 1908
Hattie R. Lawton, Prin. Assistant,	836 New Boston Road.	IX 1898
Joanna E. Sullivan,	309 Linden	VIII 1898

Ellen F. Dillon, Substitute,	131 Foster	VIII 1903
Emily L. Clegg,	171 Warren	VII 1904
Jeannette Swindells,	830 Davol	VI 1906
Maude A. Hathaway,	49 Stafford Road	V 1906
Julia E. Harrington,	52 Covell	IV 1905
Mary E. Holt,	41 Foster	III 1906
Margaret E. Shea,	20 Freedom	II 1905
Elena J. Frank,	928 Middle	I 1889

KINDERGARTEN.

Maude E. Buffinton, Principal,	515 South Main	1896
Ethel M. Griffiths, Assistant,	806 President Ave.	1909

PRIMARY SCHOOLS.

BORDER CITY SCHOOL.

Six Rooms.

NORTH MAIN STREET, BETWEEN NORTH MAIN AND CRESCENT
STREETS.

		Grade Date
Sarah M. Hambly, Principal,	4380 North Main	IV 1870
Theresa A. Coyle, Prin. Assistant,	293 Linden	IV 1906
Julia S. Lothrop,	3320 North Main	III 1885
Ruth E. Brown,	3320 North Main	II 1892
Rosa M. Dowd,	127 Pearce	II 1894
Rebecca Cook,	506 North Main	I 1902
Mary A. Slade,	54 School	I 1900
Susan O. Finnegan,	1113 Bedford, (Special Class)	1908

KINDERGARTEN.

Sarah A. Thackeray, Principal,	1331 Davol	1897
Elizabeth S. Remington, Assistant,	285 Grove	1897

BOWEN STREET SCHOOL.

Two Rooms.

BOWEN STREET, BETWEEN GLOBE AND SLADE STREETS.

		Grade Date
Amy A. Chace, Principal,	116 Globe	V, IV, III 1893
Iva L. Brightman,	76 Warren	II, I 1906

BROADWAY SCHOOL.

Four Rooms.

DIVISION STREET, CORNER OF BROADWAY.

		Grade Date
Emma J. Enwright, Principal,	123 Ridge	IV 1883
Mary G. Moran,	63 Cottage	III 1900
Margaret E. G. Morriss,	565 Broadway	II 1901
Elsie F. Stuart,	45 Ridge	I 1899

BROWN SCHOOL.

Six Rooms.

BEDFORD STREET, OPPOSITE VARLEY STREET.

		Grade Date
Frances O. Grinnell, Principal,	378 South Main	V 1871
Alma S. Bennett, Prin. Assistant,	61 Bright	V 1903
Louise S. Manning,	168 Linden	IV 1905
Katherine A. Burke,	591 Fourth	III 1897
Mary A. Nannery,	222 Linden	III,II 1906
Ada B. Skelton,	708 Walnut	II,I 1896
Cassie L. Gold,	601 Locust	I 1893

BROWNELL STREET SCHOOL.

Four Rooms.

BROWNELL STREET, CORNER OF ROCK STREET.

		Grade Date
Susan P. Collins, Principal,	306 Bank	IV,III 1884
Ellen B. Hudson,	52 Barnaby	III,II 1883
Lillian G. M. Dowd, Substitute,	127 Pearce	III,II 1902
Elizabeth C. Finneran,	484 Linden	II,I 1891
Margaret L. Dunn,	815 Walnut	I 1905

BUFFINTON STREET SCHOOL.

Four Rooms.

BUFFINTON STREET, CORNER OF TERRACE STREET.

		Grade Date
Nancy Kershaw, Principal,	2759 North Main	III,1874
Kate A. Callahan,	1021 Rodman	II 1889
Elizabeth J. Finneran,	92 Dover	II,I 1904
Minnie L. Doe,	162 Winter	I 1881

CAMBRIDGE STREET SCHOOL.

Four Rooms.

CAMBRIDGE STREET, BETWEEN STAFFORD ROAD AND CORAL STREET.

		Grade Date
Julia V. Brennan, Principal,	288 Second	IV 1889
Jennie E. Freeborn,	28 Prospect Place	III 1882
Annie L. Kelley,	553 Second	II 1894
Mary H. W. Crosson,	415 Bay	I 1905

CHACE SCHOOL.

Four Rooms.

RODMAN STREET, BETWEEN WARREN AND SOMERSET STREETS.

		Grade Date
Luella J. Manchester, Principal,	131 Warren	III, 1887
Rose C. Garity,	49 Lyon	II 1906
Helena M. Murphy,	1455 Robeson	I 1902
May N. Curran,	111 Warren	I 1903

COLUMBIA STREET SCHOOL.

Four Rooms.

COLUMBIA STREET, CORNER OF FOUNTAIN STREET.

		Grade Date
Mary A. Tower, Principal,	107 Winter	III 1889
Mary A. Keyes,	574 William	II 1889
Rosella G. Moran,	58 Winter	I 1897
Annie C. Tracy,	325 Columbia	I 1904

COUGHLIN SCHOOL.

Eight Rooms.

PLEASANT STREET, OPPOSITE SWINDELLS STREET.

		Grade Date
Isabel J. Fraser, Principal,	533 Hanover	V 1879
Annie G. Sullivan, Prin. Assistant,	391 Whipple	V 1899
Delia M. Manchester,	189 Franklin	IV 1894
Katherine M. Moran, Substitute,	63 Cottage	IV 1888
Kathryn A. Reilly,	713 Walnut	IV 1904
Margaret E. Taylor,	624 Eastern Avenue.	III 1893
Margaret J. Regan,	27 Weybosset	II 1896
Eva M. King,	155 Grant	II,I 1903
Florence M. Crapo,	95 Walnut	I 1905
Margaret G. Mooney,	261 Spring	I 1906

COVEL STREET SCHOOL.

Four Rooms.

COVEL STREET, CORNER OF DONNELLY STREET.

		Grade Date
Julia A. Lynch, Principal,	309 Linden	III 1884
Katharine S. Fennelly,	Pottersville	II 1902
Emma C. Quinn,	556 Bedford	II,I 1898
Flora E. Mosher,	770 Locust	I 1893

DANFORTH STREET SCHOOL.

Four Rooms.

DANFORTH STREET, BETWEEN WALNUT AND LOCUST STREETS.

		Grade Date
Isabel L. Connell, Principal,	290 Beacon	V,IV 1884
Barbara G. Thompson,	431 Prospect	III 1879
Leanora A. Read,	241 Pine	II 1881
Adeline Hammond,	252 Highland Ave.	I 1883
Elizabeth C. Sullivan, Substitute,	95 Cottage	I 1908

DAVOL SCHOOL.

Eight Rooms.

FLINT STREET, BETWEEN CANONICUS AND PLEASANT STREETS.

		Grade Date
Katherine M. E. Hurley, Principal,	663 June	V 1878
Maud A. Matthews, Prin. Assistant,	540 Robeson	V 1902
Mabel H. Little,	142 Elm	IV 1907
Mary T. Burns,	45 Thompson	IV,III 1906
Katherine Scanlan,	93 Pine	III 1903
Martha R. Phillips,	289 Belmont	II 1904
Ella L. Dodge,	359 Prospect	II,I 1892
Carrie B. Dinehart,	485 North Main	I 1897
Helen V. Hurley,	605 Second	I 1903

EASTERN AVENUE SCHOOL.

Four Rooms.

EASTERN AVENUE, BETWEEN BARRE AND GAGNON STREETS.

		Grade Date
Margaret J. Thompson, Principal,	431 Prospect	IV 1881
Sarah M. Manchester,	326 Bank	III 1881
Mary M. Babcock,	506 Prospect	II,I 1893
Annie W. C. Wyatt,	214 Third	I 1898

FERRY LANE SCHOOL.

Four Rooms.

NORTH MAIN STREET, OPPOSITE NARRAGANSETT STREET.

		Grade Date
Elizabeth A. Kelly, Principal,	92 Park	IV 1886
Mary W. Borden,	764 Davol	IV,III 1901
Alice E. Burns,	45 Thompson	III,II 1904
Flora P. McKenney,	883 Plymouth Ave.	I 1901

FULTON STREET SCHOOL.

Four Rooms.

FULTON STREET, BETWEEN WELLINGTON, AND ESSEX STREETS.

		Grade Date
Beulah V. Collins, Principal,	186 Maple	III 1881
Anna Brownell,	1025 Rock	II 1902
Hannah E. Connolly, Substitute,	123 Lindsey	II 1908
Mary G. Sheedy,	1336 North Main	I 1900
Mary C. O'Neil,	Pottersville	I 1902

HUGO A. DUBUQUE SCHOOL.

Eight Rooms.

(Partially occupied.)

OAK GROVE AVENUE, CORNER LOCUST STREET.

		Grade Date
Catherine Desmond, Principal,	567 Robeson	V 1880
Elizabeth Smith,	57 Arizona	IV,III 1907
Ethel M. Simpson,	29 Shawmut	II 1906
Corella McKenna,	57 Hanover	I 1907

JAMES M. ALDRICH SCHOOL.

Eight Rooms.

HARRISON STREET, BETWEEN PLEASANT AND ALDEN STREETS.

		Grade Date
Delia A. Corbett, Principal,	3 Hambly	V 1883
Abbie F. Meeson, Prin. Assistant,	366 Bank	V 1894
Lillian W. Smith,	103 Oak	IV 1894
Addie E. Coggeshall,	37 Stafford Road	III 1894
Helen E. McWilliam,	857 Second	II 1903
Elizabeth A. Regan,	27 Weybosset	II 1896
Helen M. Leary,	76 Cottage	II,I 1900
Elizabeth C. Ryan,	198 Hanover	I 1905
Elizabeth G. Sullivan,	48 Almy	I 1903

LAUREL LAKE SCHOOL.

Four Rooms.

LAUREL STREET, CORNER OF AETNA STREET.

		Grade Date
Julia A. Harrington, Principal,	706 Broadway	V,IV 1891
Mary E. McDermott,	943 South Main	III 1901
Mary E. Hill,	34 Linden	II,I 1900
B. Agnes Dwyer,	400 Bedford	I 1903

LINDEN STREET SCHOOL.

Four Rooms.

LINDEN STREET, CORNER OF LOCUST STREET.

		Grade Date
Ellen L. Carter, Principal,	804 President Ave.	III 1880
Mary W. Hart,	193 Winter	II 1896
Sara K. Jones,	Warren, R. I.	II,I 1896
Fannie G. Conroy,	491 Prospect	I 1890

LINDSEY STREET SCHOOL.

Four Rooms.

LINDSEY STREET, CORNER OF GEORGE STREET.

		Grade Date
Louise Remington, Principal,	285 Grove	III 1887
Cora B. Terry,	344 Highland Ave.	II 1895
Susan Thackeray,	1331 Davol	II,I 1892
Lillian G. M. Dowd,	127 Pearce	I 1902
Grace B. Dearden, Substitute,	75 Hathaway	I 1908

LOWER NEW BOSTON SCHOOL.

One Room.

NEW BOSTON ROAD, NEAR PHILLIPS STREET.

		Grade Date
Edith H. Milne, Principal,	263 Pine	IV,III,II,I 1901

MOUNT HOPE AVENUE SCHOOL.

Four Rooms.

MOUNT HOPE AVENUE, NEAR SOUTH MAIN STREET.

		Grade Date
Isadore M. F. Hathaway, Principal,	49 Stafford Road	IV 1893
Jennie F. Field,	25 Lester	III 1904
Margaret J. A. Sullivan,	668 Third	II 1893
Ada D. McGraw,	56 Tecumseh	I 1903

PINE STREET SCHOOL.

Six Rooms.

PINE STREET, BETWEEN TREMONT AND ORANGE STREETS.

		Grade Date
Estelle W. Essex, Principal	16 Old Colony	IV 1884
Lavinia B. Malcom,	133 Linden	III 1881
Mabel H. Remington,	285 Grove	III,II 1886
Annie B. W. Munroe,	289 Pine	II 1888
Catherine C. Kelly,	168 Linden	I 1887
Margaret H. Murphy,	309 Hanover	I 1900

PLEASANT STREET SCHOOL.

Four Rooms.

PLEASANT STREET, CORNER OF EASTERN AVENUE.

		Grade Date
Mary C. Roche, Principal	512 Cherry	III,II 1891
Hazel J. Tower,	107 Winter	I 1906
Mary Alcock,	588 June	I 1900
Isabelle Jones,	96 Taylor (Special Class)	

KINDERGARTEN.

Mabel A. Robertson, Principal,	153 Belmont Ave.	1894
Anna G. McNally, Assistant,	629 Highland Ave.	1906

ROBESON SCHOOL.

Twelve Rooms.

COLUMBIA STREET, CORNER OF HUNTER STREET.

		Grade	Date
John E. Robinson, Principal,	220 Osborn	V	1911
Margaret F. Lenaghan, Prin. Ass't.,	178 Bradford Ave.	V	1902
Catherine A. Barrington,	518 Division	IV	1906
Luella A. P. Cuttle,	531 South Main	IV	1907
Susan A. Perkins,	293 Ridge	IV	1896
Mary A. Carpenter,	269 Locust	III	1880
Harriet G. Winslow,	3302 North Main	III	1871
Rose B. McHugh,	57 Whipple	III,II	1884
Marion E. Jordan,	391 Middle	II	1905
Louise S. Macomber,	21 Odd	II	1893
Margueritha E. Frank,	928 Middle	I	1884
Frances J. McDermott,	943 South Main	I	1894
Katherine A. O'Neil,	514 Bradford Ave.	I	1907

RUGGLES SCHOOL.

Eight Rooms.

PINE STREET, CORNER OF SEABURY STREET.

		Grade	Date
Emily C. Lewin, Principal,	94 Cherry	V	1883
Mary E. Crawford, Prin. Assistant.,	984 High	V	1897
Mary E. Shay,	403 Madison	IV	1902
Jennie H. Brown,	269 Locust	IV	1881
Mary A. Hathaway,	312 Columbia	III	1870
Margaret V. Mahoney,	34 Malvey	III	1897
Teresa Ryan,	198 Hanover	II	1901
Ida G. Howard,	503 Linden	II,I	1883
Cora L. Wilde,	288 Madison	I	1904

SAMUEL LONGFELLOW SCHOOL.

Eight Rooms.

WILLIAM STREET, CORNER OF BEACH STREET.

		Grade	Date
Mary S. Connell, Principal,	290 Beacon	V	1890
Mary J. O'Neil, Prin. Assistant.,	514 Bradford Ave.	V	1904
Agnes M. Malcoln,	120 Locust	IV	1908
Edna Dubois,	4 Oliver	IV	1895
Rebecca A. Gifford,	627 Maple	III	1905
Catharina A. Silvia,	539 Division	III,II	1899
Marcella D. Stirling,	71 Oliver	II,I	1899
Mary E. Ryder,	521 Division (rear)	I	1898
Eva M. V. Morriss,	565 Broadway	I	1905

TUCKER STREET SCHOOL.

Four Rooms.

TUCKER STREET, CORNER OF LAMPHOR STREET.

		Grade	Date
Cora C. Sherman, Principal,	34 Barnaby	V,IV	1889
Edith E. Chace,	406 Durfee	IV,III	1903
Harriet A. Bowen,	175 Franklin	III,II	1893
Teresa A. Shea,	30 Richmond	I	1907

WILLIAM CONNELL SCHOOL.

Eight Rooms.

PLYMOUTH AVENUE, BETWEEN DOVER AND TECUMSEH STREETS.

		Grade	Date
Margaret E. Brennan, Principal,	288 Second	V	1876
Ethel de C. Cuttle, Prin. Assistant,	531 South Main	V	1904
Katharine F. McCann,	28 Cottage	V	1887
Lydia M. Smith,	641 Hanover	IV	1895
Irene C. Wilde,	288 Madison	IV	1905
Nellie G. Bronson,	145 Grove	III	1882
Mary L. Creigh,	388 Bradford Ave.	III,II	1906
Annie M. Smith,	641 Hanover	II	1890
Anna V. Dillon,	131 Foster	I	1892

SUBURBAN SCHOOLS.

COPICUT SCHOOL.

One Room.

COPICUT ROAD, NEAR YELLOW HILL ROAD.

		Date
Frederick S. Brownell, Sub. Principal,	North Westport	1911

NORTH FALL RIVER SCHOOL.

One Room.

NORTH OF STEEP BROOK.

		Date
Sarah E. Childs, Substitute Principal,	2951 North Main	1908

UPPER NEW BOSTON SCHOOL.

One Room.

MERIDIAN STREET.

		Date
A. Louise Allen, Principal,	190 Ridge	1909

WATUPPA SCHOOL.

One Room.

BLOSSOM ROAD.

		Date
Annette E. Pettet, Principal,	235 Blossom Road.	1892

SUPERVISORS.

		Date
Walter J. Titcomb, Music,	250 Cherry	1889
William E. Braley, Drawing,	910 Robeson	1902
Margaret T. Hurley, Reading,	663 June	1888
Alice M. Russell, Sewing,	18 Hillside	1896

SEWING DEPARTMENT.

		Date
Alice M. Russell, Supervisor,	18 Hillside	1896
Annie Clarkson,	539 Division	1897
Josephine S. Louette,	143 Fourth	1901
Agnes V. McKenna,	57 Hanover	1906
Mary J. Quinn,	46 Forest	1907
Elizabeth B. Ward,	101 Rock	1910

TRUANT OFFICERS.

		Date
Isaiah Lord,	84 Horton	1891
Frank M. Milne,	153 Fourth	1906
William Stuart,	915 Rock	1907
James D. Murphy,	73 Pearl	1908
John F. Murphy,	306 Hamlet	1909
Henry Wade,	112 Hanover	1909

CLERKS.

Sarah J. Connell, First Clerk,	452 South Main
Florence E. Chase, Clerk	126 Danforth
Charles McL. Hadley, Supply Clerk,	693 Walnut

UNASSIGNED LIST.

Teachers whose names are on this list are employed as substitutes or as assistants when occasions require.

Lucie L. Adam,	290 Ridge
Helen Allen,	565 June
M. Grace Arnzen,	30 Coral
Gertrude V. Augustus,	132 Brown
Mary E. E. Bailey,	153 Hunter
Elsie Barlow,	87 Manton
Mary J. S. Bates,	171 Winthrop
Harriet P. Bennett,	693 Walnut
M. Ella Berry,	137 Cherry
Ella V. Brow,	154 Cottage
Lois M. Brown,	268 Locust

Bessie F. Brownell,	1025 Rock
Sarah E. Brownell,	1025 Rock
Frances S. Buck,	199 Purchase
Mary R. Buck,	114 Prospect
Elizabeth C. Butterworth,	201 Harrison
Mary M. Campbell,	394 Anawan
Mary E. Carey,	791 Rodman
M. Geneva Carr,	431 South Main
Bessie F. Carroll,	522 Bedford
Sarah E. Childs,	2951 North Main
Caroline M. Church,	568 Pine
Lucy M. Church,	Tiverton, R. I.
Margaret A. Clarke,	570 William
Margaret M. Clarkson,	912 Plymouth Avenue
Venesia A. Clorite,	120 Park
Rachel B. Cluny,	51 Morse Place
Mary M. Coffey,	672 Second
Hannah E. Connolly,	123 Lindsey
Hannah G. Connors,	354 Linden
Mary E. V. Connois,	914 Rock
Mary T. Conroy,	64 Johnson
Agnes D. Crawford,	984 High
Anna A. Cummings,	631 Middle
Esther D. Cunningham,	1020 Middle
Sarah Cunningham,	New Bedford
Margaret T. Daley,	370 Ridge
Lena M. Davis,	35 Forest
Mabelle E. Davis,	1257 Robeson
Grace B. Dearden,	75 Hathaway
Thomas A. Dolan,	548 South Main
Leonora A. Donavan,	491 Linden
Agnes C. V. Downs,	455 Coggeshall
Mary G. Dunn,	474 Second
Mary E. Dwyer,	400 Bedford
Elizabeth B. M. Fahey,	409 Middle
Lillian Ferguson,	South Somerset
Mabel Ferguson,	3775 North Main (rear.)
Susan O. Finnegan,	1113 Bedford
Jerome P. Fogwell,	239 Warren
Agnes T. France,	28 Thomas
Ethel S. French,	164 Cherry
Gertrude M. Graham,	382 Tecumseh
Eva F. Hale,	103 Globe

Mildred G. Harrington,	92 Park
Bessie B. Harrison,	1236 High
Edith M. Harrison,	1236 High
Elizabeth G. Hart,	988 Stafford Road
Gertrude M. Hart,	25 Albion
Lillian L. Harvey,	66 Garfield
Maude A. Hathaway,	49 Stafford Road
Amy L. Hawkins,	857 North Main
Margaret M. Hayden,	457 Linden
Susan A. Hayes,	461 Highland Avenue
Margaret Heatley,	371 Hanover
Harriet E. Henry,	328 French
Mary J. Higgins,	702 King Philip
Helen C. Hinchey,	2 Osborn
Angela G. Honan,	424 Division
M. H. Eloise Hooper,	350 North Main
Gertrude M. Hurley,	90 Stanley
Sarah E. Jackson,	341 Washington
Isabelle Jones,	96 Taylor
Rachel Jones,	96 Taylor
Loretta F. Kennedy,	900 Stafford Road
Alice G. Langford,	35 Ridge
Anna E. Leary,	702 Locust
Elizabeth A. Leary,	202 Barlow
Ida A. LeBoeuf,	354 Hood
Mary Lee,	32 Weetamoe
Evelyn V. Lenehan,	683 Second
Annie A. Lyman,	154 Hanover
Annie E. Malady,	522 Bradford Avenue
Sarah C. Marnoch,	379 Jefferson
B. Irene Mathewson,	391 Middle
Gertrude M. Mathewson,	391 Middle
Timothy McCarthy,	830 Locust
Anna V. McCooe,	183 Whipple
Mary F. McDermott,	50 Stetson
Mary E. McDonald,	642 Maple
Cora A. McGowan,	Swansea
Genevieve B. McKenna,	57 Hanover
Lena E. McMahan,	446 Whipple
Ellen T. McMullen,	15 Almy
Agnes G. McNally,	629 Highland Avenue
Agnes K. McNerney,	1010 Middle
Helen A. Mello,	31 Hart

Florence G. Mercer,	581 Osborn
Marian G. Milne,	263 Pine
Anna G. Murphy,	579 Durfee
Margaret C. Murphy,	690 South Main
Ruth C. Murray,	1051 Stafford Road
Mary V. Myles,	153 Hunter
Annie E. Nestor,	156 Stafford Road
Nina B. Nuttall,	297 Barnaby
Helen M. O'Brien,	106 Jones
Ernest W. Ochampaugh,	1291 Bedford
Mary F. O'Connor,	24 South
Anna F. O'Neil,	514 Bradford Avenue
Annie S. Palmer,	130 Elm
Florence M. Paquin,	307 Broadway,
Anna B. Pearce,	81 Hood
Louisa A. Power,	575 William
Eileen F. Quirk,	73 Pine
Honora M. Roche,	1073 Plymouth Avenue
Elizabeth C. Shay,	403 Madison
Emma C. Shay,	403 Madison
Helen V. Shay,	403 Madison
Elizabeth F. Shea,	198 Cottage
Grace L. Simmons,	138 Rockland
Lydia A. Slade,	Touiset
Edith F. Soverino,	101 Holland
Irene F. Stratton,	419 Beach
Elizabeth C. Sullivan,	95 Cottage
Gertrude G. Sullivan,	816 Davol
Margaret E. Sullivan,	110 Park
Helen L. Thomas,	280 Third
Lottie W. Wainwright,	533 Broadway
Mary H. Warren,	24 Leonard
Jennie A. Washburn,	382 Grove
M. Evelyn Wheeler,	137 Pearce
Alice F. Wild,	28 Chaloner
Bertha E. Williston,	47 Massasoit
Martha E. Wood,	719 Broadway
Edith F. Woodland,	197 Ridge

TERMS AND VACATIONS.

January 2 to March 29, thirteen weeks. Spring vacation, one week.

April 8 to June 28, twelve weeks. Summer vacation.

STORMY DAYS.

On very stormy days the fire alarm will be struck at 7.45 a. m. to indicate that there will be no morning session in any of the schools; at 8.10 a. m., that there will be no morning session in the primary schools; at 12.45 p. m., that there will be no afternoon session in any of the schools; at 6.15 p. m. that there will be no session of the evening schools.

The signal number is 222 struck twice.

TEXT BOOKS.

GRAMMAR INTERMEDIATE AND PRIMARY SCHOOLS

ALGEBRA. Atwood's Exercises in.

ARITHMETIC. Wentworth-Smith, Oral, Books One, Two, Three. Problem Books, Dubb's Part 1, 2, and Complete.

BOOKKEEPING. Meservey's Single Entry.

CIVIL GOVERNMENT. Mowry's Elements of, Massachusetts Edition.

DICTIONARIES. Webster's, International, Collegiate, Academic and Common School.

GEOGRAPHIES. Frye's First Steps in Geography, Grammar School Geography; Dodge's Elementary Advanced; Tarr and McMurry's New Geography, First and Second books of two-book series.

GRAMMAR. Metcalf and Rafter's, Books One and Two.

HISTORY. Channing's Short, of United States, Tappan's Our Country's Story.

HYGIENE. Gulick Hygiene Series, Good Health, Emergencies, Town and City, Body at Work, Control of Mind and Body.

PHYSICS. Gifford's Elementary Lessons.

PHYSIOLOGY. Eclectic.

READERS. Alternate Normal, First, Second and Third; Around the World Book 1; Cyr's Primer, First and Second; Davis' Beginners' , Second, Third and Fourth; Fable and Folk Stories Parts One and Two, Scudder's; First Days in School; Foreigners, New American Citizen, Mintz; English for Foreigners, O'Brien; Geographical, King's Part One; Harper's Fourth; Language, Baker and Carpenter, Fifth year, Parts One and Two, Sixth year, Parts One and Two; Riverside Literature Series, Leaflets, Holmes, Longfellow, Lowell, Whittier; Monroe's, First, Second, Third and Fourth; New Education, Books One, Two Three and Four; Normal Fourth; Our Little Book; Primers, Hiawatha, Interstate and First Reader, Riverside; Progressive Course in, First, Second, Third and Fourth; Progressive Road to, First, Second and Third; Rand McNally Lights to Literature, Book Four; Silver Burdett, First, Second, Third and Fourth; Williams' Choice Literature Grammar, Books One and Two; Williams' Choice Literature, Intermediate Books One and Two; Aldine, Primer, First, Second, Third, Fourth, Fifth; American School, Primer, First;

Carroll and Brooks, First, Second, Third, Fourth, Fifth, Sixth, Seventh; Riverside, Primer, First, Second; Wide Awake, Primer, First, Second, Third.

SINGING BOOKS. Cecilian, Book Three; Normal First, Second, Part One and Two and Introductory Third; Patriotic Songs; The Silver Song Series No. 3; Primary Songs for Rote Singing.

SPELLING BOOKS. Harrington, Parts One and Two and Complete; Morse, Parts One and Two and Complete.

WRITING BOOKS. Spencer's Practical, Books One Two, Three, Four, Five, Six and Seven.

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School Report

1912



FALL RIVER
MASSACHUSETTS

Sub-Committees and their Districts.

1912.

The schools are divided into three districts, and placed under the supervision of sub-committees of the board.

Mr. Ashton, Dr. Dolan and Mr. Goyette are the sub-committee of the first division, which embraces Bowen Street, Broadway, Columbia Street, Davenport, Fowler, George B. Stone, Harriet T. Healy, John J. McDonough, Laurel Lake, Mount Hope Avenue, N. B. Borden, Osborn Street, Robeson, Samuel Longfellow, Slade, Tucker Street Schools, and John J. McDonough Kindergarten.

Mr. Blodgett, Mr. Holmes and Mgr. Prevost are the sub-committee of the second division, which embraces Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, Hugo A. Dubuque, James M. Aldrich, Pleasant Street, Samuel Watson, William Connell, William S. Greene Schools, Bedford Street, Pleasant Street and William S. Greene Kindergartens.

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1. Supt. of Schools.

ANNUAL SCHOOL REPORT

OF THE
CITY OF FALL RIVER

1912



FALL RIVER, MASS.
THE GAGNON PRINTING CO., 25 PURCHASE STREET.
1913.

CITY OF FALL RIVER.

In School Committee, June 10, 1913.

At a meeting of the School Committee, held June 10, 1913, it was voted to accept the report of the Superintendent of Schools for 1912, and to authorize the printing of 1500 copies of the report.

EVERETT B. DURFEE,

Secretary.

School Committee.

1912.

	Term expires first Monday in January
THOMAS J. ASHTON, 34 Ashton Street,	1913
CHAUNCEY H. BLODGETT, 31 South St.,	1913
IRAM N. SMITH, 122 Highland Ave.,	1913
SPENCER BORDEN, JR., Interlachen,	1913
CHARLES L. HOLMES, 381 Pine Street,	1914
GEORGE T. WILEY, 47 Lindsey Street,	1914
WILLIAM A. DOLAN, M.D., 548 So. Main St.,	1915
ALDAI GOYETTE, 53 Palmer Street,	1915
JEAN A. PREVOST, 529 Eastern Avenue,	1915

ORGANIZATION.

GEORGE T. WILEY, *Chairman.*

EVERETT B. DURFEE, *Secretary.*

REGULAR MEETINGS OF THE COMMITTEE

January 1st,	May 7th,	October 1st,
February 6th,	June 4th,	November 5th,
March 5th,	July 2nd,	December 3d.
April 2nd,	September 3d,	

SUPERINTENDENT OF SCHOOLS,

EVERETT B. DURFEE, Residence, 565 Maple St.

OFFICE HOURS.

From 11.30 to 12.30 school days.

Tuesdays from 4.00 to 5.30.

Saturdays, 10.00 to 12.00.

Sub-Committees and their Districts.

1912.

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Standing Committees.

1912.

On Visitation Northern District, Mr. Smith,
Mr. Borden, Mr. Wiley.

On Visitation Central District, Mr. Blodgett,
Mr. Holmes, Mgr. Prevost.

On Visitation Southern District, Mr. Ashton,
Dr. Dolan, Mr. Goyette.

On Drawing Schools, Mr. Holmes, Mr. Blodgett,
Mr. Goyette.

On Rules, Regulations and Courses of Study,
Mr. Holmes, Mr. Ashton, Mgr. Prevost.

On High School, Mr. Borden, Dr. Dolan, Mr.
Smith, Mr. Wiley.

On Normal Training School, Mr. Blodgett, Dr.
Dolan, Mgr. Prevost, Mr. Wiley.

On Salaries, Mr. Blodgett, Mr. Holmes, Mgr.
Prevost.

On Finance and Auditing Accounts, Mr. Smith,
Mr. Holmes.

On Teachers, Mr. Ashton, Mr. Smith, Mr. Goy-
ette.

On Books and Supplies, Mr. Smith, Mr. Borden,
Dr. Dolan.

On Sewing, Mr. Ashton, Mr. Borden, Mr. Goy-
ette.

School Committee.

1913.

	Term expires first Monday in January
SPENCER BORDEN, JR., Interlachen,	1914
CHARLES L. HOLMES, 381 Pine Street,	1914
GEORGE T. WILEY, 47 Lindsey Street,	1914
WILLIAM A. DOLAN, M. D., 548 So. Main St.,	1915
ALDAI GOYETTE, 53 Palmer Street,	1915
JEAN A. PREVOST, 529 Eastern Avenue.	1915
FRANCIS J. BRADLEY, D. D., 935 Bedford St.	1916
JOSEPH N. LANDRY, M. D., 1439 Pleasant St.	1916
WILLIAM E. SYNAN, M. D., 1620 William St.	1916

ORGANIZATION.

WILLIAM A. DOLAN, M. D., *Chairman.*
EVERETT B. DURFEE, *Secretary.*

REGULAR MEETINGS OF THE COMMITTEE.

January 6th,	May 6th,	October 7th,
February 4th.	June 3d,	November 5th,
March 4th,	July 1st,	December 2nd.
April 1st,	September 2nd.	

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Mr. Wiley, Dr. Synan and Dr. Landry are the sub-committee of the third division, which embraces Borden, Border City, Brownell Street, Copicut, Danforth Street, Ferry Lane, Fulton Street, Highland, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Ruggles, Steep Brook, Upper New Boston, Watuppa, Westall, William J. Wiley Schools and Border City Kindergarten.

The foregoing sub-committees are charged with the care of the evening schools in their respective districts.

Standing Committees.

1913.

On Visitation Northern District, Dr. Synan, Mr. Wiley, Dr. Landry.

On Visitation Central District, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Visitation Southern District, Mr. Goyette, Mr. Borden, Dr. Dolan.

On Normal Training School, Mgr. Prevost, Mr. Wiley, Dr. Synan, Dr. Dolan.

On B. M. C. Durfee High School, Dr. Bradley, Mr. Wiley, Dr. Landry, Dr. Dolan.

On Technical High School, Dr. Synan, Mr. Goyette, Mr. Wiley, Dr. Dolan.

On Books and Supplies, Dr. Bradley, Mr. Borden, Dr. Dolan.

On Drawing, Mr. Goyette, Mr. Holmes, Dr. Landry.

On Finance and Auditing Accounts, Dr. Landry, Mr. Holmes.

On Rules, Regulations, and Courses of Study, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Salaries, Dr. Synan, Mr. Holmes, Mgr. Prevost.

On Sewing, Mr. Goyette, Mr. Borden, Dr. Synan.

On Teachers, Mr. Goyette, Mr. Borden, Dr. Bradley.

Report of the Superintendent.

To the School Committee of Fall River:

GENTLEMEN:—The following is respectfully submitted as the report of the public schools for the year 1912.

SUMMARY OF STATISTICS.

Population of Fall River May 1, 1912,	119,296
Number of children in city between five and fifteen years of age reported by census takers in September, 1912,	
Males, 10,656; females, 10,569,	21,225
Number of children between seven and fourteen years of age, Males, 8,249; females, 8227,	16,476
Illiterate minors over fourteen years of age,	
Males, 740; females, 699,	1,439

GENERAL STATISTICS OF THE SCHOOLS

For the year ending June 28, 1912.

Whole number of pupils enrolled,	16,447
Average number belonging,	14,535
Average attendance,	13,521
Percentage of attendance,	91
Number of half days attendance,	5,087,981
Number of half days absence,	368,065
Number of cases of tardiness,	30,902
Number of cases of truancy,	607
Number of cases of corporal punishment,	1,033
Number of school houses,	52
Number of sittings,	18,367
Number of pupils under five years of age,	250
Number of pupils between five and fifteen years of age,	14,919
Number of pupils between seven and fourteen years of age,	11,161
Number of pupils over fifteen years of age,	1,196

Number of separate schools,	
High, 1; grammar, 78; primary, 241;	
ungraded, 4; kindergarten, 5,	329
Number of teachers employed in the day schools,	
High, 35; grammar, 107; primary, 324;	
Normal Training, 8; kindergarten, 10;	
ungraded, 5; special, 11,	500

EVENING SCHOOLS, NOVEMBER 6, 1911, TO
FEBRUARY 29, 1912.

Whole number of pupils enrolled,	
Males, 2,175; females, 900,	3075
Enrollment of elementary schools,	
Males, 1643; females, 692,	2,335
Enrollment of advanced schools,	
Males, 532; females, 208.	740
Average attendance,	
Elementary, 1,191; advanced, 295,	1,486
Number who entered unable to read or write,	951
Number of buildings used, 16; rooms used,	69
Number of teachers employed,	
Males, 44; females, 118,	162
Whole number of evenings kept,	
Elementary, 47; advanced, 47,	47

EVENING DRAWING SCHOOLS.

Mechanical and Architectural Classes,	
Whole number of pupils enrolled,	66
Average attendance,	
Mechanical, 13; Architectural, 16,	29
Free Hand Class,	
Whole number of pupils enrolled,	
Males, 50; females, 48,	98
Average attendance,	31
Whole number of evenings kept,	
Mechanical, 30; Free Hand, 31.	

**FINANCIAL REPORT FOR THE YEAR ENDING
DECEMBER 31, 1912.**

**PUBLIC SCHOOLS,
GENERAL EXPENSES.**

Appropriation, Direct Taxation,	\$18,500 00
Appropriation, General Revenue,	1,000 00
Receipts,	7,474 39
	\$26,974 39

EXPENDED.

For Advertising, Annual Report, Printing,	
School Directory,	\$1,186 64
Books and Supplies,	20,226 63
Carriage Hire, Car Tickets, Travel,	524 77
Diplomas and Writing,	338 65
Electric power,	272 38
Express, Freight, Carting Books	
and Supplies,	308 68
Flags and Repairs,	171 26
Horse Keeping,	335 00
Incidentals,	7 50
Janitor at Armory,	25 00
Minors' License Badges,	34 00
Music for Graduations,	52 00
Postage and P. O. Box Rent,	88 95
Rebinding Books,	10 25
Rent of and Tuning Pianos,	44 50
Rent of Armory,	125 00
Rent of Chairs,	219 43
Repairing Guns, etc.,	26 25
Ringing Chimes,	90 00
School Census,	720 00
Services of Speakers,	75 00
Telegrams and Telephones,	94 18
Truants, Board and Committing,	170 18
Typewriter Repairs and Supplies,	16 85
	\$25,177 10
Surplus of Appropriation,	\$1,797 29
Transferred to Evening Schools,	\$1,797 29

PUBLIC SCHOOLS, SALARIES.

Appropriation, Direct Taxation,	\$298,953 95
Appropriation, General Revenue,	70,000 00
	<u>\$368,953 95</u>
Deficiency in General Revenue Appropriation,	4,500 00
	<u>\$364,453 95</u>

EXPENDED.

For Pay Rolls: Superintendent,	\$3,000 00
Clerks,	2,105 54
Extra Clerical Assistance,	135 00
Teachers,	349,656 52
Summer School Teachers,	987 20
Truant Officers,	5,265 00
High School Secretaries,	1,246 50
Drill Master,	380 00
Carrying School Children,	400 80
	<u>\$384,236 66</u>
Surplus of Appropriation,	156 34
Transferred to Contingent,	60 96
	<u>\$217 29</u>

EVENING SCHOOLS.

Appropriation, Direct Taxation,	\$8,000 00
Appropriation, General Revenue,	2,000 00
	<u>\$10,000 00</u>

EXPENDED.

For Advertising,	\$57 40
Books and Supplies,	305 49
Carting Books and Supplies,	15 75
Pay Rolls,	11,214 00
Printing and Posting Notices,	124 75
Typewriters, Rent of, Repairs, Supplies,	70 65
Typewriting,	39 00
Writing Certificates,	31 20
	<u>\$11,858 24</u>
Excess of Expenditures over Appropriation,	\$1,858 24
Transferred from Public Schools, General	
Expenses,	\$1,797 29
Public School Salaries,	60 96
	<u>\$1,858 24</u>

The following table shows the expenditures of the City of Fall River for school purposes for the financial year ending December 31, 1912.

Expended by the School Committee:

Salaries, Day Schools,	\$364,236 66	
General Expenses, Day Schools,	26,177 10	
Salaries, Evening Schools,	11,214 00	
General Expenses, Evening Schools,	644 26	
		<u>\$401,272 00</u>

Expended by Public Buildings Department:

Fuel,	\$18,772 45	
Insurance on Boilers,	200 00	
Janitors' Salaries,	52,728 16	
Janitors' Supplies,	1,522 39	
Lighting,	1,462 53	
Repairs on School Houses,	23,802 06	
		<u>\$98 487 59</u>
		<u><u>\$490,769 59</u></u>

B. M. C. DURFEE FUND.

Cash on hand January 1, 1912,	\$1,260 20	
Receipts in 1912,	2,513 29	
		<u>\$3,773 49</u>
Expended to January 1, 1913,		<u>2,470 00</u>
		<u><u>\$1,303 49</u></u>

DAVIS PRIZE FUND.

Cash on hand January 1, 1912,	\$74 50	
Receipts in 1912,	66 38	
		<u>\$140 88</u>
Expended in 1912,		<u>30 75</u>
Cash on hand January 1, 1913,		<u><u>\$110 13</u></u>

ATTENDANCE.

Although the population of Fall River decreased by 3,894 during the year ending May 1, 1912, the

number of illiterate minors over fourteen years of age for the year shows a large decrease over the year before, viz., 778. The number of children in the city between five and fifteen years increased by 165 and the number between seven and fourteen years of age increased by 466.

The following table gives the returns of the school census for the last five years in regard to such minors.

1908	939	Decrease	135
1909	1144	Increase	205
1910	464	Decrease	680
1911	1439	Increase	975
1912	661	Decrease	778

Several reasons may be assigned for the great decrease in the number of illiterate minors during the year : the special schools for the pupils between the ages of 14 and 16, composed mostly of foreigners who arrive in this country at that age and who cannot speak or write the English language ; the good work accomplished in the evening schools ; this is shown from the fact that at the beginning of the term of evening schools which closed February 29, 1912, there was found to be 951 unable to read and write and when the census takers performed their duties in September they found only 661 ; in addition to these reasons the census officials found machines stopped in a large number of mills where foreigners are usually employed and in consequence of this fact, the operatives had gone out of the city to obtain work.

The following table shows a part of the work of the Truant Officers during 1912.

	Investigations with and without blanks, including transfers.	Number of cases of contagious diseases.	Investigations of absences of evening school pupils.	Mills and places of business inspected.
Isaiah Lord	2,162	46	76	67
Frank M. Milne,	1,620	24	49	42
William Stewart,	1,757	64	208	49
James D. Murphy,	1,864	26	119	89
Henry Wade,	2,348	52	256	43
John F. Murphy,	1,697	38	27	38
	11,448	260	735	328

In addition to this the truant officers have actually taken into public schools 391 pupils; into parochial schools 73 pupils; the number of visits to parochial schools was 601; the number of truants taken before the court, 48; the number committed to the Union Truant School at Walpole, 2; the number of pupils excluded from school on account of contagious diseases, 753.

OFFICE.

Charles McL. Hadley, the very efficient Supply Clerk, resigned his position to go into other business for himself, and in April, the Board elected Harry W. Boyer to the position. Mr. Boyer, who stood first on the Civil Service list, assumed his duties May 1, and has proven to be a capable, hard-working and obliging acquisition to the office force of the School Department.

The Grammar Principals' Association was formed in October. One of the duties of this Association is to meet with the Superintendent of Schools once each month at a regularly appointed time for discussion of matters pertaining directly to the grammar grades.

For the first time in the history of the evening schools, classes in Sewing were formed last December. Elementary classes in plain sewing were formed at the John J. McDonough, Davis and Borden Evening Schools, and an advanced class in cutting and fitting was started in the Lincoln Advanced Evening School. Special rooms were made ready and sewing machines were sent to each school.

The expenses of this department was : for salaries, \$759.25 ; for supplies, \$202.91. Total, \$962.16.

The following report sent to me by one of the instructors will help in realizing what has been accomplished in these classes.

MARCH 6, 1913.

Everett B. Durfee, Superintendent of Schools:

During the past winter term of the evening schools elementary dressmaking has been taught at the John J. McDonough, the Davis, the Border City, and the Lincoln advanced. The order of the work was governed largely by the desires, needs and ability of the pupils. However, as all work was left at the school until finished, it was necessary to have some receptacle in which to keep the garment and the material needed for its construction. For this purpose the teachers had each girl make a large sewing bag before any garment making was attempted. In many cases the first garment made was a large coverall apron. Many of the pupils use these aprons at their daily work, and some of the girls made as many as three. In each case each apron was made by a different pattern, however, and each succeeding apron was a little more intricate than the one

made before. After completing the apron, the girls made some articles of underwear, a shirt waist or a simple dress. In the schools 414 garments of various kinds were completed.

Many of the pupils had never used machines, and but few had done much hand sewing. Nearly every pupil used patterns for the first time, and the first garment made at the school was the first they had ever constructed. The standard of the work was not fineness of detail, but rather such work as a woman doing a quantity of sewing for family use would find practical; yet all work had to be carefully and neatly finished. Care was taken that the pupils did not do careless work in order to produce a quantity. All work was finished and inspected before taken home.

The instruction was nearly entirely individual. The pupils were enthusiastic, patient and painstaking. They applied themselves diligently and conscientiously. The ages of the pupils varied largely, some attending were but a little over fourteen, and others were women of maturity. The pupils sincerely regretted that the term closed so early in the year, and many expressed their desire to return next fall.

Respectfully submitted,

JOSEPHINE S. LOUETTE.

GARMENTS COMPLETED AT DAVIS SCHOOL.

Large aprons	31
Small aprons	10
Corset covers	13
Night gowns	4
Kimonos	2
Pair rompers	1
Caps	2
Tnderskirt	1
Tray cloth	1
Princess slip	1
Dresses	16
Waists	21
Serge Skirt	1
Total,	104 garments

GARMENTS COMPLETED AT BORDER CITY SCHOOL.

Small aprons	16
Coverall aprons	6
Flannel skirts	5
Short white skirts	3
Kimonos	6
Muslin dressing jacket	1
Dresses	19
Working skirts	4
Dress skirts	3
Pairs rompers	2
Boy's shirt	1
Corset cover	1
Shirt waists	46
Collar and cuff set	1
Total,	114 garments

GARMENTS COMPLETED AT JOHN J. McDONOUGH SCHOOL.

Coverall aprons	64
Small aprons	12
Flannel skirts	12
Skirts with embroidery flounces	7
Night gowns	14

Corset covers	24
Kimonos	2
Caps	3
Dresses	2
Boy's shirt	1
Guimpes	2
Tailored waists	14
Shirt waists	27
Fancy blouses	12
Total,	196 garments

MEDICAL INSPECTION.

Medical inspection has been reported as regular and faithful, the Inspectors interested and helpful always, but the work cannot accomplish what it should because of a lack in following up the cases that exclude a child from school. A school nurse would be a decided help and a prominent factor for efficiency in the line of work in the schools and the need of such a nurse is sorely felt. One suggestion for improvement has been that the physician visit the school on the same day of the week throughout the year, if possible, and that at least once a month the head and throat of every pupil in the school be examined. There seems to be less of the antagonistic spirit shown by parents and more helpfulness and co operation when it has been necessary to report cases of neglect of the hair and bodily cleanliness for which the home is responsible. Many cases could be mentioned where there has been the heartiest co-operation manifested by parents when physical ailments have been reported. This is as it should be, for it means much to the health and even life of children, who can do their best work in school when they are physically in the best condition.

The summary of results in the tests for sight and hearing given by the teachers for the last five years is shown in the following table.

	No. of pupils examined	No. found defec- tive in sight.	No. found defec- tive in hearing.
1908	14,452	2,526 or 17.5 %	477 or 3.3 %
1909	15,371	2,209 or 14.4 %	442 or 2.9 %
1910	14,782	2,291 or 15.5 %	395 or 2.9 %
1911	14,523	2,164 or 14.3 %	323 or 2.2 %
1912	14,340	2,230 or 15.5 %	289 or 2 %

The number of parents or guardians who were notified that their children's sight or hearing or both needed attention was 1437

The names and addresses of the medical inspectors of the schools, appointed by the Board of Health are as follows :—

F. de Borgia Bergeron, M. D., 126 William St.
 J. Alexandre Bolduc, M. D., 379 East Main St.
 Thomas Cox, M. D., 1244 Pleasant St.
 John J. Gorman, M. D., 1222 North Main St.
 Ambrose A. Keeley, M. D., 943 South Main St.
 John M. Leonard, M. D., 420 South Main St.
 Michael H. Shea, M. D., 517 South Main St.
 Luther J. Shepley, M. D., 29 Massasoit St.

The schools are apportioned as equally as possible among the eight inspectors.

ORGANIZED PLAY.

One feature of matters pertaining to the schools this year has been supervised and organized play in the school yards. In some of the yards there has been put into practice most of the regular playground work in use at the present time in all the best playgrounds, including games and folk dances.

One school reports that "the result of this work has shown a marked decrease in cases of discipline and an increased amount of pleasure in school attendance." So much interest has been manifested by parents and friends in this work that public exhibitions have been held to show just what has been done in this line. Praise and thanks are due the physical director of the Boys' Club for the interest he has shown and the assistance he has given at various times directing the games of the pupils. By holding exhibitions such as has just been mentioned, bazaars, fairs and entertainments of various kinds, money has been raised with which to purchase books of reference, pictures and some of the buildings have purchased graphophones, as one principal reported, "for use in developing a love for good music and good drama; to provide music for the folk dances on the playground and to give half-hours of pleasure occasionally in the several class rooms as reward for some special effort made by that particular class." Other schools have purchased athletic apparatus for both boys and girls to use.

EXAMINATIONS FOR ENTRANCE TO HIGH SCHOOL.

In March it was voted by the School Committee that during and after the year 1912, all pupils of the city, both of public and private schools, who seek admission to the high school, shall pass a satisfactory entrance examination.

In accordance with that vote an examination for entrance to the high school was held June 14 in Lincoln School Building. Four hundred and seven-

ty-nine pupils from the public and private schools of this city and from the schools of the neighboring town appeared on that date with certificates stating that in the opinion of their last teachers they were qualified to try the examinations for entrance into the B. M. C. Durfee High School.

NEW BUILDINGS AND ACCOMMODATIONS.

The William J. Wiley School building, named in honor of a citizen who for many years represented the northern section of the city in the Board of Aldermen as member and president, completed in 1911, was furnished and opened on Monday, September 23, its pupils coming from the Steep Brook, Border City and Borden Schools. Informal exercises were held at its opening consisting of an address to the teachers and pupils who formed in the yard, by the chairman of the School Committee, Mr. George T. Wiley, brother of the man for whom the school was named, and remarks by the Superintendent of Schools. The chairman unfurled a flag, the whole assembly joined in singing "America," after which teachers and pupils resumed their places in the building.

The Steep Brook School has been continued with the first three grades in the lower room.

The three vacant rooms at the John J. McDonough School were furnished and opened in September, relieving the congested condition of the Robeson School to some extent.

A room in the Nathaniel B. Borden School that had been previously closed was opened in September to better accommodate the pupils of that district.

An extra room was opened at the beginning

of the year in the Hugo A. Dubuque School, making five regular, graded rooms, and in November another room was opened in the same building for pupils of over age in the lowest grades.

The lower room at the Lower New Boston School has been thoroughly renovated, the small desks and chairs from the upper room moved down stairs and large ones installed in the upper room, which was opened in November to accommodate pupils of the fifth, sixth and seventh grades who live in the immediate vicinity and were formerly attending the Highland School.

The enrollment at the High School reached the record number of 1,037, and although the Commercial and General pupils have been accommodated at the Lincoln School, the High School building was so crowded as to necessitate the opening of three rooms during afternoons from one o'clock to four for the College Preparatory division of the entering class. These afternoon sessions will be discontinued when rooms in the new Technical High School are ready. The work on this school has steadily advanced and it is hoped that the building can be formally opened in September.

The same hopes are entertained concerning the opening of the new building on Hamlet street which has been named the Susan H. Wixon School and which is greatly needed to relieve the crowded conditions of the neighboring schools.

NEW RULE.

Based on a custom that is prevalent in other large cities within our own Commonwealth, the fol-

lowing rule went into effect at the opening of school in September:

Salaries Paid When Absent. In case of absence on account of personal illness, teachers from one to ten years' standing shall receive fifty per cent. of their salary for the first week and twenty-five per cent. for each succeeding week for a period not exceeding three weeks in the same year.

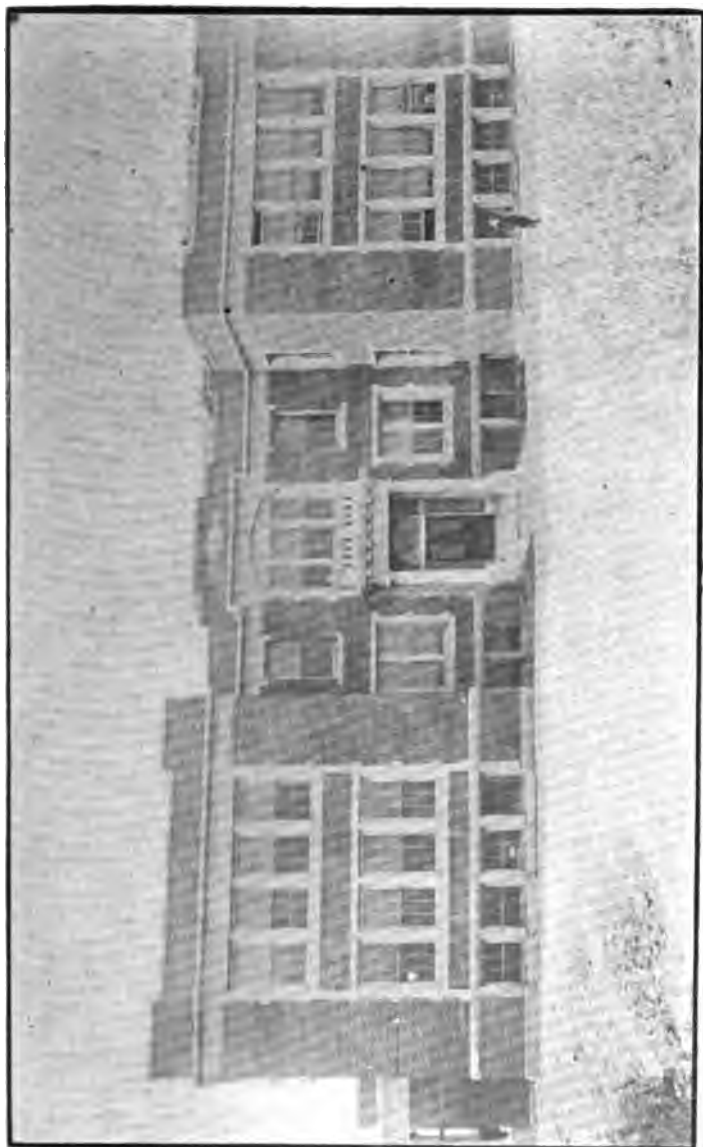
Teachers from ten to thirty years standing shall receive fifty per cent. of their salary for a period not exceeding five weeks in the same year.

Teachers of over thirty years' standing shall receive seventy-five per cent of their salary for one week and fifty per cent. for each succeeding week for a period not exceeding five weeks in the same year.

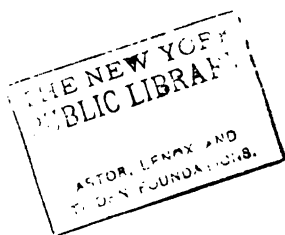
In case of absence on account of funerals of members of their immediate families, teachers shall receive full pay for not more than three consecutive days.

KINDERGARTENS.

Early in the year the Superintendent of Schools was instructed to confer with His Honor, the Mayor, and with the Superintendent of Public Buildings in regard to securing a room for a Kindergarten in the Loomfixers' building, corner of Bedford and Ford streets, where the Free Public Kindergarten had been conducted for many years and which had recently been closed. Satisfactory arrangements were made and the Kindergarten was opened under the control of the School Department, on February 19, with the same teachers who had been in charge when it was not a part of the public school system.



HUGO A. DUBUQUE SCHOOL,
Completed and occupied in 1912.



This brings the total number of Kindergartens to five and more are needed in various sections of the city. There is a number of trained Kindergartners on our corps waiting for such schools to be opened. The problem of expense is greatly modified by the generosity of Mrs. Spencer Borden, who has volunteered to equip each Kindergarten room that shall be provided in new school buildings with furniture and all supplies needed including a piano. For this and past gifts of this nature the School Department extends thanks to Mrs. Borden.

SUMMER SCHOOLS.

An additional Summer School was opened in 1912, making a total of four. The new school was in the John J. McDonough building. The session was for the usual four weeks with work practically the same as of the previous years.

Gratitude has been extended by parents even for the restricted opportunities afforded by these schools.

The cost for salaries was \$987.20; for supplies, \$34.84; total, \$1,022.04.

PROVISIONAL COURSES OF STUDY.

Committees of teachers were selected during the year and to these committees were assigned the duty of compiling a course of study, Arithmetic to one committee, English and Language to another, and so on through the different subjects studied in the schools.

A number of conferences were held by the Superintendent with the principals of grammar

buildings, with the principals of buildings of eight rooms, and with the principals of buildings of four rooms, and opinions given, differences adjusted, and the provisional Courses of Study were placed in the hands of the principals of buildings with a view of following them as well as possible for a year and then confer again and improve upon them and offer them, if satisfactory, for adoption by the Board.

NORMAL TRAINING SCHOOL

At a meeting of the School Committee held July 5, 1911, it was voted to abolish the Normal Training School when the class that entered in September, 1911, had graduated in 1913. At a meeting held March 26, 1912, it was voted to rescind the vote of the former meeting and it was then voted to continue the Normal Training School for a number of reasons, the principal ones being as follows: Parents who could not afford to send their daughters to State Normal Schools out of town would manage to have them continue their education in the city Training School by having them live at home.

There are at present at least seventy-five more school rooms needed in Fall River to adequately accommodate the actual daily attendance of the pupils of the elementary schools and properly care for them in separate rooms. These pupils are now in crowded rooms with two or more teachers in such rooms. This lack of rooms is the reason why the graduates of the Normal Training School and those from the State Normal Schools who live in this city are compelled to wait, while assisting and substituting for three years and longer before they can be

appointed to rooms of their own. If the Superintendent were compelled to depend upon securing non-residents of Fall River to replenish the corps he would be seriously handicapped in his efforts in being able to offer only assistant positions to candidates at the regular pay of assistants, while the Superintendents of other cities could offer the same candidate positions as room teachers with the corresponding salaries. This would virtually mean that Fall River would be able to secure only some of those that had been left after other cities had selected the teachers they needed.

For these reasons, principally, it is not yet the time to abolish the City Training School unless the state replaces it by establishing a Normal School in or near the city that is third in size in the Commonwealth, or at least changes the location of one that already exists and moves it to Fall River.

When the building of eight rooms was erected on Osborn street the Normal Training School was removed from the Robeson School building to the Osborn Street School building. As this building had only the five lower grades the senior pupil teachers were compelled to walk to the nearest school building, the Fowler School, that had all nine grades, where they could observe the higher work and have an opportunity to practice actual teaching in the four upper grades. For this reason it was voted in April to transfer the Normal Training School in September to the William S. Greene School building which was comparatively new and contained all the grades. Books, supplies, and other material were moved during the summer vacation and sessions

were begun at the opening of school in September. By this transfer the Osborn Street School became an ordinary primary school with the five grades. The report of the principal of the Normal Training School will be found on other pages of this annual report.

VOCATIONAL SCHOOL.

At a special meeting of the Board held in August a representative of Mr. John B. Diman, Principal of St. George's School at Middletown, R. I., stated that Mr. Diman offered to provide two thousand dollars for the purpose of equipping and maintaining for one year a manual training centre where boys from the upper grades could be trained under the part-time system, spending alternate weeks or periods in the school and in shops of various kinds. A committee was appointed to confer with Mr. Diman and that committee later presented as a partial report the following communication from Mr. Diman.

KNOW ALL MEN BY THESE PRESENTS, That I, John B. Diman, of Newport, County of Newport, and State of Rhode Island, being interested in the subject of Industrial Training, and in consideration of the faithful performance of the terms and conditions herein contained, do hereby give, grant, set over and deliver unto the city of Fall River, a municipal corporation located in Massachusetts, the sum of Twenty-Five Hundred (\$2,500 00) Dollars, upon the following terms and conditions:

That the School Committee of said City of Fall River shall provide for the establishment and maintenance of a Part-Time Vocational Class in Industrial Training; that said School Committee shall provide a suitable room in one of the school buildings for the school work of the proposed class; that said School Committee shall appoint a teacher or teachers, which appointment shall be subject to my approval; that the expense of equipment, salary of

teacher or teachers, and all other expense incurred in the maintenance of said class up to August 1, 1913, shall be paid from the said sum of Twenty-Five Hundred (\$2,500.00) Dollars, upon an order of the Chairman of the School Committee drawn upon the City Treasurer, and audited by the City Auditor. That any balance of said sum of Twenty-Five Hundred (\$2,500) Dollars remaining unexpended after September 1, 1913, shall revert to the said John B. Diman, his executors, administrators or assigns.

IN WITNESS WHEREOF, I, the said John B. Diman, hereto set my hand and seal at Middletown, R. I., this sixth day of November, in the year of our Lord, 1912.

(Signed) JOHN B. DIMAN.

In presence of J. E. SHELDON.

[Seal]

Mr. Frederick H. Rundall, a teacher of experience in this line of work in Boston, was appointed instructor to take charge of such a room that was to be opened in the John J. McDonough School as soon as the equipment was ready. This vocational room was opened December 2, and elsewhere in this annual report is the report of Mr. Rundall showing just what has been accomplished during 1912.

RESIGNATIONS AND APPOINTMENTS.

In May Mr. George F. Pope, Principal of the B. M. C. Durfee High School since 1902 and who had been a teacher in the Fall River High School since 1877, in a communication to the Board asked for the privilege of relinquishing his position as principal for the former position held by him as Head of the Department of Mathematics. This request was granted by the Board and he was immediately duly elected Head of the Mathematical Department to assume his new duties upon the opening of school in September.

In June Mr. Frederick W. Plummer was unanimously elected Principal of the B. M. C. Durfee

High School. Mr. Plummer is a graduate of Bates College, Class of 1891, has had seventeen years experience as principal in different high schools, and came to Fall River very strongly recommended as a successful teacher. Thus far his work here has fully justified his selection and all that has been said of him.

Mr. George W. Locke resigned in August and in accepting his resignation the committee instructed the Secretary to prepare a testimonial of Mr. Locke on account of his unusually long term of service and character of that service to the youth of the city. The Secretary prepared the following testimonial:

George Washington Locke resigned his position as principal of the Westall School on August 8, 1912.

The resignation of an instructor who has taught for more than half a century should receive more than passing recognition. Mr. Locke's first teaching in Fall River dates back to March, 1856, when he was elected principal of the Osborn Street School, and with the exception of a short time he has been continuously in active service in Fall River, a total of more than fifty years, and during this time he has lost but two weeks on account of illness, which was within the last two years of his teaching.

He served during three generations and members of each have been his pupils who remember him with tenderness and affection. He was strong in teaching and in discipline, conscientious in his duties, "a constant teacher of patriotism and manliness whose pupils became better men and women because of the years they had passed under his influence."

He graduated from the first State Normal School building erected in America, which was at Bridgewater, in November, 1855, and was appointed principal of the Osborn Street School in March following, when but twenty one years of age. In September, 1857, he was transferred to the Anawan Street School, "a fine new edifice" erected in 1843 after the great fire had destroyed the old building which was formerly a church. He remained at the Anawan until his removal from the city. The school report of that time says that "Mr. Locke, after an experience of nearly six terms, has proved himself to be a competent and successful principal."

Upon his return to this city he was appointed principal of the Maple Street School in May, 1871, and has taught continuously in that section of the city ever since. Upon the opening of the B. M. C. Durfee High School when the upper grades were removed from the Maple Street building to the Foster Hoopea School building, which had been the high school building, he was made principal of the Foster Hooper School in September, 1889, and continued there until September, 1908, when the building was closed and the pupils were transferred to the new Westall School, which had been erected on the site of the old Maple Street building, where he has since been as principal.

In addition to his duties in the day schools he has been a principal in the public evening schools for more than forty years.

Mr. Locke was one of the pioneers in educational work of the Fall River schools and believed in the thorough teaching of the elementary subjects

and was always interesting and instructive to his pupils. He had little sympathy with the so-called fads, but held tenaciously to the ideal of imparting a well grounded and sure knowledge of the "Three R's."

Always earnest and honest in his career, dignified, commanding and holding the respect of his pupils even after their school days, after a long service he has become truly the Dean of the School Department.

During the time he has taught in Fall River he has seen the following changes: The whole number of children in the city between the ages of five and fifteen years increase from 2,750 to 21,225. The number of school buildings increase from 28 to 52. The number of teachers from 63 to 496. The appropriation for school purposes increase from \$15,000 to \$500,000, and the population of the city to double itself twice.

His name appears as the Secretary of the School Committee in the School report for 1865 and 1866, being appointed on the first Board of nine members to serve for the years of 1866-7-8, being elected immediately after the first Superintendent of Schools was appointed in 1865.

Such was the service of George W. Locke to the city of Fall River. No other man has such a record in the history of the School department and the present school officials assure him of the recognition and deep appreciation of the conscientious performance of his duties during his many years of sacrifice and they wish him the true enjoyment of a well-earned rest that comes deservedly and with a

full consciousness of the admiration and respect of the public.

Miss Emeline B. Orswell resigned her position at the Nathaniel B. Borden School, sixth grade, after a practically continuous service in the schools since her appointment in 1866. She was the Superintendent's first teacher when he entered school. By vote of the School Committee the Secretary conveyed to Miss Orswell the appreciation and thanks of the Board for her long, faithful and efficient service.

NEEDS IN AND AROUND BUILDINGS.

While some repairs and improvements long needed have been made in the school buildings that are conducive to the health and comfort of the pupils, there is still need of many more, some of which would mean economy in the buildings themselves.

An improvement of direct benefit to the pupils has been the new adjustable window shades at the Davis School.

The floors of certain school rooms in this building and the corridors of the second floor are in such condition that cleanliness is impossible. The school work in several of the rooms is handicapped by the wretched condition of the blackboards. The furniture in one room, adapted to children of fourth grade, serves a class in sixth grade. There are no sanitary drinking fountains in this building. All these things should be attended to before the opening of school in September.

New window shades have been requested at the Highland School to replace the wholly unsatisfactory shades that have been in use there since the building

was erected. Larger furniture is needed in one room.

A serious case of annoyance is the fact that scavenger material is dumped just south of the Highland School. It is unsightly and unsanitary. Although the papers are supposed to be burned each week, when the wind blows the school grounds are littered with the papers until some one picks them up. This had been too long endured already.

At the Lincoln School building there are several long-felt wants. Fire gongs on the third floor ; suitable furniture for the pupils in five rooms ; repairs of injuries to walls due to leaks.

At the Nathaniel B. Borden School the treads of the stairs are very much worn and ought to be replaced soon to avoid the possibility of an accident. The lack of a basement there has been often mentioned and is much needed. Sanitary arrangements are not satisfactory and should be taken care of as soon as possible.

Sanitary drinking fountains have not yet been installed in the Slade School and although the common drinking cups were abolished some time ago by law, the old faucets still remain and their use is highly unsanitary at times and the pupils are greatly inconvenienced in obtaining drinking water. The walls need retinting, the ceilings should be white-washed and the woodwork varnished.

At the Westall School in Winter the corridors are so cold as to be thought to be a menace to the children's health. It seems impossible to remedy this unless more radiators are installed in the corridors. This should be attended to before another winter. A book case and cabinet are greatly needed in the principal's office, and cabinets in some of the

school rooms, especially in the higher grades where many papers must be kept.

The William J. Wiley building, although the newest, needs some attention. There are serious leaks in the walls over the windows that are troublesome in rainy weather. The accommodations for obtaining water for drinking and other purposes is entirely insufficient. There is no means of any kind to secure water on the second floor and water must be carried by the janitor from the basement to that floor for his own purposes of washing the floors, etc., and for the teachers when they wish to wash blackboards. There are only two bubbling fountains, one in each basement, to serve two hundred and sixty pupils with drinking water during a recess of fifteen minutes. These conditions reduce greatly the time they should have in the open air. Both basements are without gongs of any description. The yard is in very poor condition and some kind of walk from the street to the front door is needed.

Extensive repairs and improvements are needed at the B. M. C. Durfee High School, some of which are actually required and demanded for which has been made by the State Inspector of Buildings. A new system of gongs is needed and a system of telephones should be installed in this building. The congested condition of this school will be relieved when the new Technical High School is opened in September.

Attention must be called to the surroundings of the Mount Hope Avenue School. I respectfully call the attention of the Board of Health to consider conditions in the vicinity of that School that may se-

riously affect the health of the inmates of the school and trust that such conditions may be speedily remedied, and not again attract the attention of the public.

This chapter of wants is not rehearsed in the spirit of fault-finding altogether, but as a reminder of some of the things that are so closely related to the health, comfort and life of the teachers and pupils in our schools as to demand serious and prompt attention.

Although the William J. Wiley school, recently opened, will take care of its district for some years in the northern section of the city and although it is expected that the new large building on Hamlet street will be ready for occupancy at the opening of the schools in September, there will still be urgent need of many more additional school rooms. At a conference of the principals of the schools in the vicinity of the William J. Wiley School preparatory to the opening of that school, it was agreed that there was immediate need of a large building on the Ferry Lane School site and one principal who thoroughly understands conditions in that district, has strongly recommended in his written report that the "antiquated Ferry Lane School be torn down and a modern building of eight or ten rooms for primary grades be erected." This would relieve the congestion of at least four buildings in that section and care for the needs of the pupils in this part of the city for some years at least. Of course, the other school buildings in that locality would necessarily be crowded in taking care of the Ferry Lane children while the new building was in progress of erection

but with certain and permanent relief in sight, the crowding could be endured.

Relief for the citizens living in the Tucker Street School district can not be afforded any too soon. The Tucker Street School has its four rooms terribly overcrowded with the pupils in five grades; besides, all the children belonging to higher grades living south of this school even to the Rhode Island line must attend the George B. Stone School, situated at a considerable distance north of the Tucker School. A new building, large enough to accommodate all the grades, should be provided as soon as possible either on the present school site on Tucker street or in that vicinity.

At least two additional rooms are needed at the Fowler School to properly care for the pupils of that district.

The Highland School building will not be able to accommodate the pupils in that district in September, 1913, judging from the recent increase in the number of new houses in the neighborhood. There is immediate need of an addition of at least four rooms to this building.

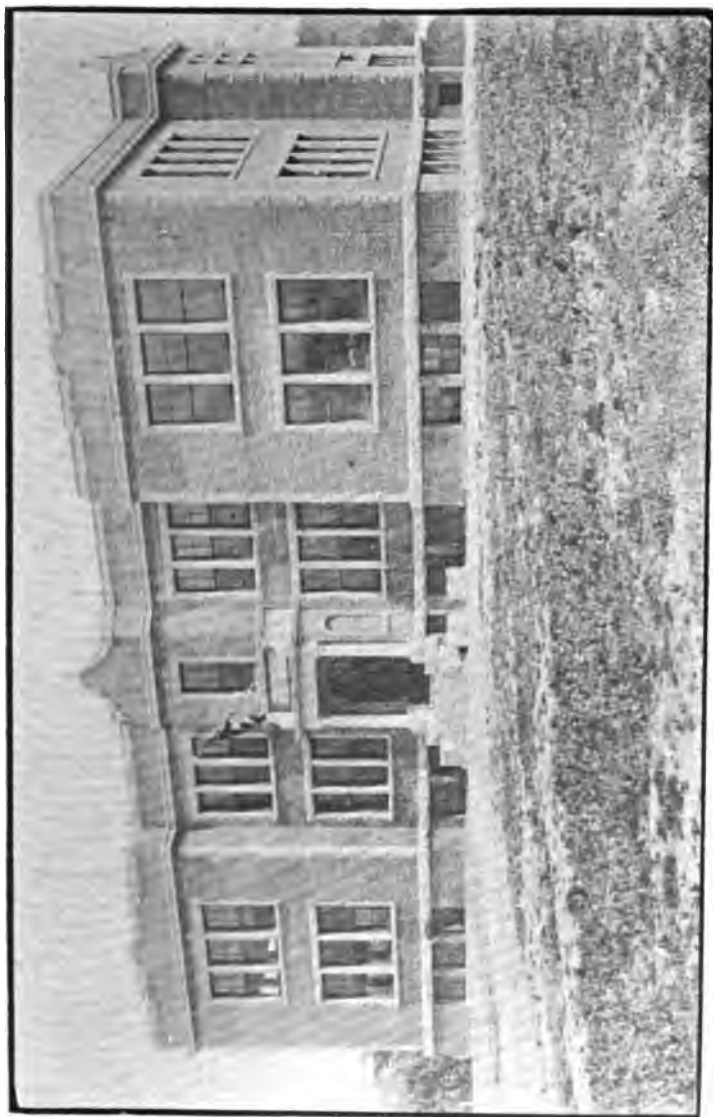
A principal of a large building in the eastern section of the city reminds me in his report that there is a continually growing demand for additional school accommodations located somewhere between Mason and Fourteenth streets. The Davis School, with its fixed enrollment of 525 can not further relieve any of the other schools in that vicinity. A former recommendation for solving the problem of congestion has been to increase the size of the Brown School building on Bedford street, which would

afford room for a Kindergarten, greatly needed in that locality, and other additional rooms. This plan would relieve that whole section by changing the boundaries of the different districts.

I give assurance of appreciation on my part of all assistance and encouragement, and thank those who have co-operated in helping me during 1912.

EVERETT B. DURFEE,

Superintendent of Schools.



WILLIAM J. WILEY SCHOOL,
Completed and occupied in 1912.

NEW YORK
PUBLIC LIBRARY
ASTOR, LENOX AND
TILDEN FOUNDATIONS.

IN MEMORIAM.

Annie C. Bush, one of our corps at the Westall School, died February 3, 1912. In service, 1884-1912.

Rev. William W. Adams, D. D., member of the Board of Trustees of the B. M. C. Durfee High School since its inception, died October 2, 1912.

Justice John J. McDonough of the Second District Court of Bristol County, in honor of whom one of our largest and most recently constructed Grammar buildings was named, died on April 4, 1912.

REPORT OF THE PRINCIPAL
— OF THE —
Normal Training School.

Mr. Everett B. Durfee, Superintendent of Schools:

A year ago I wrote for you what I thought was to be the valedictory for this Normal Training School. Before it came to the eyes of the Committee, a vote of that board had changed a former ruling so that this school was to be continued as a part of the city system of schools, although its location was to be changed.

In considering the welfare of this school, in its new building and district, we will first think of its physical condition. This building and neighborhood are in many respects a very desirable setting for a normal training school. The building is large and airy with a beautiful outlook over the south pond. Then Maplewood Park and the open fields about furnish place and material for lessons in nature study and geography.

The children of the school and the fathers and mothers of the neighborhood are thrifty and friendly people. The latter are much interested in the progress of their sons and daughters, and are not afraid to have them work in and out of school. If a Nor-

mal School for Bristol county is to be placed in one of its cities, surely this open eastern slope would be a good site for it.

When we moved into the building in the fall, with all our paraphernalia for teachers' as well as children's work, we were told that the building would be fitted for our occupancy. As yet little has been done. The third story hall, which is given up to the use of junior-pupil teachers for the most of the week, is a pleasant recitation room. It has been made habitable on cold days by some storm windows on the west. But the blackboard and desk room, for a class of thirty-three pupil-teachers, is very meagre. It would mean less exhausting and more efficient work for all if this building could be made more comfortable while it is to be used as a Normal Training School.

In considering the welfare of the school from the standpoint of its efficiency in training teachers, we face a more serious problem. We have found the large class admitted to the normal department in September of this school year, to be made up of good workers, who are anxious to succeed, but they have a very insecure foundation on which to build the work of this course.

They have had to learn to feel responsible for every part of the recitation. They speak and write the English language as much younger pupils do, showing small vocabularies and little knowledge of construction.

And here I should like to say again, that language teaching, made up of composing correcting, and the understanding and applying of grammatical

forms, must be carried on with more thoroughness by the teachers of the elementary grades. Written composition must be based upon oral correction and application of grammatical forms upon the child's own composition, and these lessons must be taught patiently and thoughtfully through the years. For, it is true, that "sentence-sense" must be gained by pupils before reaching secondary schools if they are to use the English language with fluency.

When the present junior class enters the senior year, some changes must be made. There are nine rooms in this building for the teaching work. These are now pleasantly filled by the senior class, which numbers fourteen members. When a much larger class is enrolled as seniors, there must be a division of the work. This adjustment should be a matter for the committee as well as for you and me to decide. Later when the fall assignments are to be made, I shall deem it wise for the Training School committee to consider the question and to make some recommendations in regard to it. I shall be glad to present it to them more fully at that time.

For the Memorial Day exercises this year we were fortunate to have Dr. Dolan to speak to teachers and children of the school. He gave a historical address which was greatly enjoyed by all.

This fall at one of the "Friday afternoons in the hall" Mr. William A. Hart gave to pupils, young and old, a graphic talk on local history.

The class of 1912 gave to the school as a graduating present, some colored lantern slides to be used to illustrate geographical talks. They gave also to the junior class and the members of the faculty, a very delightful "party."

Statistics in regard to the school are as follows:

Number of pupil-teachers enrolled during year	69
Number of pupil-teachers graduated in June	22
Number of pupil teachers admitted in September	29
Number of pupil-teachers in senior class	14
Number of pupil-teachers in junior class	33
Number of half-days absence by pupil-teachers	389
Number of half-days substituting by pupil-teachers	206
Number of visitors to the school	639

Respectfully submitted,

ANNA W. BRALEY,

Principal.

REPORT OF THE PRINCIPAL
— OF THE —
B. M. C. Durfee High School.

Mr. Everett B. Durfee, Superintendent of Schools:

The registration in September, 1912, was the largest in the history of the school. The pupils in the General and the Commercial courses of the entering class were assigned to the rooms of the top floor of the Lincoln School, under the teachers who had charge of the corresponding divisions of last year's entering class. In order that all the pupils remaining in the High School building might not suffer from an overcrowded condition, an afternoon session was provided for the College Preparatory division of the Freshman Class, which numbered about one hundred and twenty. Three of the regular teachers kindly consented to take a considerable part of their work in the afternoon, and an extra teacher of History and English was employed. On the whole, the plan is working very well. Notwithstanding the relief afforded by this arrangement, our building is still overcrowded.

Many of our classes number forty or more pupils each. This number exceeds by more than one half the maximum number allowed by the committee report recently adopted by the Massachusetts

High School Masters' club, and is much larger than in any other High School with which I am familiar. This handicap necessarily reduces the efficiency of the school.

The broad system of electives allowed, especially in the upper two classes of the General Course, made it impossible to arrange a five period a day program. Even the six period day which we were forced to adopt would not allow all the combinations of studies desired by the pupils, and many were obliged to make changes in their elections. It seems that the only way to avoid a recurrence of this trouble and a continuance of a six period day, is to arrange as many fixed groups of studies, perhaps with certain options, as are necessary, and not allow an election outside of the group chosen.

Based upon this year's registration, we shall lose by the transference of the Technical and Commercial Courses to the new technical high school building next fall three and forty-three pupils, (202 Technical and 141 Commercial. There will be left in our building six hundred and ninety-six pupils—only a few less than we have for the morning session this year.

There is great need of filing cases, a program clock system, and telephones connecting the various rooms with the office. I am informed that our city is the only one in Massachusetts not having its high school building so equipped. I am sure no argument is necessary to show the importance of having these devices added to our equipment.

In the appendix will be found many important

and interesting statistics prepared under the direction of the principal's secretary.

The Superintendent of Schools and members of the School Board have been ready at all times to give me unvarying support and encouragement. We have worked together in close sympathy.

I am deeply appreciative of the many courtesies accorded to me by my predecessor, Mr. George F. Pope. I am also under obligations to Mr. Willard H. Poole, the Vice-principal, who has always been ready to give me valuable assistance; and to the various teachers who have shown a generous spirit of co-operation.

Mr. Sanford's mastery of details, his knowledge of the routine workings of the school, and his ingenuity in keeping systematized everything relating to the work of secretary and librarian, and that too, without adequate equipment, together with the efficient work of his assistant, have been invaluable.

Respectfully submitted,

FREDERIC W. PLUMMER,

Principal.

APPENDIX TO THE REPORT OF THE PRINCIPAL
OF THE
B. M. C. Durfee High School.

The enrollment from the opening of school, September 9th, 1912, to the end of the first semester, January 31st, is exhibited in the following:

TABLE SHOWING ENROLLMENT BY GRADES

Classification	Boys	Girls	Total
Tenth Grade	197	170	367
Eleventh Grade	120	159	279
Twelfth Grade	83	123	206
Thirteenth Grade	68	106	174
Graduates and specials	5	6	11
	473	564	1073

The average age of the present entering class (1916) was in September, 1912, 14.86 years; age of the youngest member, 12.50 years; age of the oldest member, 18.66 years.

The average age of the present senior class was in September, 1912, 18.5 years; age of the youngest member, 15.5 years; age of the oldest member 20.58 years.

The number of non-resident members thus far enrolled since the opening of school September 9th, 1912, is 109.

NUMBER OF TENTH GRADE PUPILS, AND
THE SCHOOLS FROM WHICH THEY CAME.

Borden,	31
Davenport	34
Davis	16
Fowler	15
George B. Stone	12
Highland	23
John J. McDonough	11
Lincoln	17
N. B. Borden	25
North Fall River	1
Sacred Heart	5
Samuel Watson	11
Slade	14
Steep Brook	4
St. Joseph's	3
St. Louis'	1
St. Mary's	5
St. Patrick's	6
Upper New Boston	2
Westall	44
William S. Greene	16
Transferred from other cities	2
Previously admitted	20
Non-residents	47
	365

STUDIES TAUGHT IN THE HIGH SCHOOL.

STUDIES.	First Year.		Second Year.		Junior Year.		Senior Year.		Totals.		All
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
English	196	172	108	124	80	120	92	117	441	442	988
Greek	0	0	13	2	11	0	10	0	34	2	36
Latin	74	116	54	63	22	39	15	27	165	245	410
German	0	0	51	40	41	42	24	31	116	113	229
French	0	0	56	98	92	106	12	38	160	242	402
Grecian History	68	49	0	0	0	0	0	0	68	49	117
Roman History	0	0	60	31	0	0	0	0	60	31	91
English History	104	96	0	0	1	26	0	0	105	112	217
General History	0	0	1	64	0	0	0	0	1	64	65
Am. Hist. and Civil Gov't.	0	0	0	0	28	3	6	63	34	66	100
Commercial Law	0	0	0	0	0	0	12	13	12	13	35
Algebra	152	154	0	0	19	14	29	0	200	148	348
Plane Geometry	0	0	108	90	0	0	22	0	120	29	209
Solid Geometry	0	0	0	0	0	0	22	0	22	0	22
Trigonometry	0	0	0	0	0	0	5	1	5	1	6
Physics	0	0	0	0	19	13	31	2	50	15	65
Chemistry	0	0	0	0	0	0	27	39	27	39	66
Botany	0	0	0	0	4	60	0	0	4	60	64
Zoology	0	0	0	0	0	0	2	45	2	45	47
Astronomy	0	0	0	0	0	0	8	42	8	42	50
Geology	0	0	0	0	0	0	8	42	8	42	58
Physiology	0	0	0	0	7	60	0	0	7	60	67
Mechanics	0	0	2	72	0	0	0	0	2	72	74
Mechanical Drawing	106	0	49	1	35	0	25	0	214	1	215
Commercial English	106	0	49	1	35	0	25	0	215	1	216
Commercial Arithmetic	0	0	6	33	0	0	11	14	17	47	64
Commercial Geography	19	39	0	0	0	0	0	0	19	39	58
Pennmanship	0	0	10	30	0	0	0	0	10	30	40
Bookkeeping	18	37	10	30	0	0	0	0	28	67	95
Shorthand	20	54	12	44	0	0	0	0	32	98	130
Typewriting	0	0	10	30	9	22	12	12	31	64	95
Mathematical Reviews	0	0	0	0	9	22	12	13	21	35	56
Ancient History Reviews	0	0	0	0	0	0	23	58	23	58	81
English Grammar Reviews	0	0	0	0	31	32	0	0	31	32	63
Arithmetic Reviews	0	0	0	0	0	0	4	37	4	37	41
Algebra Reviews	0	0	0	0	0	0	4	37	4	37	41
	0	0	0	0	36	21	24	0	60	21	81

INSTRUCTORS
IN THE
B. M. C. Durfee High School.

FREDERIC WESTON PLUMMER,, A. M.,
Principal.

WILLARD HENRY POOLE, A. B.,
Vice Principal,
Physics and Chemistry.

GEORGE FREDERICK POPE, A. M.,
Mathematics.

HANNAH REBECCA DAVIS,
English.

EMILY ELLEN WINWARD,
French.

WILLIAM JOHN WOODS, B. S.,
Mechanics and Drawing.

JAMES WALLIS,
Commercial Studies.

GERTRUDE MARY BAKER
English.

HARRIET ANTHONY MASON SMITH,
French.

ASA ELDRIDGE GODDARD, A. M.,
Mathematics, Astronomy, Geology.

HARRIET TRACY MARVELL, A. B.,
Physiography, Physiology, Geography.

HERBERT MILLER CHACE SKINNER, S. B.,
Mechanics and Drawing.

EUNICE ALMENA LYMAN, A. B.,
History.

SUSAN WILLIAMS STEVENS,
German and Mathematics.

ROBERT REMINGTON GOFF, A. B.,
Mathematics.

JOHN SMITH BURLEY, Ph. B.,
English.

WILLIAM WILSON GARDNER, A. B.,
Mathematics and English.

LINDA RICHARDSON, A. M.,
Latin.

ALICE BOND DAMON, A. B.,
Botany and Zoology.

CHARLES FRENCH HOWLAND, A. M.,
Commercial Studies.

DAVID EMERSON GREENAWAY, A. B.,
History.

HELEN HATHAWAY IRONS, B. L.
French.

LENA PEASE ABBE, A. B.,
Algebra.

FLORENCE ESTHER LOCKE, A. B.,
German.

DAVID YOUNG COMSTOCK, A. M.,
Latin.

RALPH MILLARD SMALL, A. B.,
Latin.

HARRIET DAVIS PROCTOR, A. B.,
German.

WILLIAM DUNNIGAN MORRISON, A. B.,
Mathematics.

ALICE GERTRUDE LANGFORD, A. B.,
Latin and History.

MABELLE EDITH DAVIS, A. B.,
English.

ANSEL SYLVESTER RICHARDS, A. B.,
English.

BLANCAE AVALINE VERDER, B. S.,
English and History.

ERNEST COBB, Ph. B.,
English.

HELEN ALLEN, A. B.,
Physics and Chemistry.

CLINTON BURNETT WILBUR, A. B.,
Greek and Latin.

ALEXANDER LOYOLA QUINN, A. B.,
English and History.

JAMES EDWARD GOSS,
Mechanics and Drawing.

LYDIA ANN SLADE, Ph. B.,
Substitute in German.

WALTER JOHN TITCOMB,
Vocal Music.

MAJOR FREDERICK W. HARRISON,
Military Drill.

SAMUEL N. F. SANFORD,
Secretary and Librarian.

C. FREDERIC WELLINGTON, A. B.,
Assistant Secretary.

HIGH SCHOOL CADETS

Major—J. Raymond Ramsbottom.

Captain, Company A—Stephen H. Noble.

1st Lieutenant—William B. Hunter.

2nd Lieutenant—Allan P. Bowen.

Captain, Company B—Raymond V. Borden.

1st Lieutenant—Clarence A. Lawton.

2nd Lieutenant—Henry R. Delaney.

ATHLETIC ASSOCIATION.

Director for Boys—William D. Morrison.

Director for Girls—Harriet T. Marvell.

President—Thomas J. Carey.

Secretary—M. Frances Dittmer.

Treasurer—William W. Gardner.

ORCHESTRA.

Earl H. Bowen, Leader.

GRADUATING EXERCISES

CLASS OF 1912.

FRIDAY, JUNE 28, 1912.

IN THE

B. M. C. DURFEE HIGH SCHOOL AUDITORIUM.

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1. Overture, "Calif of Bagdad," *Boieldieu*
SCHOOB'S ORCHESTRA.
 2. Chorus, The Beautiful Blue Danube," *Strauss*
CLASS OF 1912.
 8. { a. "Anvil Chorus" from "Il Trovatore," *Verdi*
b. "Cocheco. An Alaskan Love Dance," *Reeves*
SCHOOB'S ORCHESTRA.
 4. Address.
ALEXANDER MEIKLEJOHN, PH. D.
President-elect of Amherst College.
 5. Naughty Marietta," *Victor Herbert*
SCHOOB'S ORCHESTRA.
 6. Presentation of Diplomas.
GEORGE T. WILEY, ESQ., CHAIRMAN OF SCHOOL BOARD.
 7. Class Ode, *Words by Ernest Halliwell*
CLASS OF 1912.

The Opening and Closing March played by the orchestra, was composed for the occasion by Mrs. E. A. Bowen and dedicated to her son, Earl H. Bowen, formerly a member of the class of 1912.

 COLLEGE PREPARATORY COURSE.

Roy Coombs Athearn
 John Joseph Clifford, Jr.
 Ethel Josephine Davis
 William Andrew Dolan, Jr.
 William Francis Fitzgerald
 Dorothy Gifford
 Ernest Halliwell
 Daniel Heyward Hamilton
 Clara Shove Hampton

Jacob Halfanbcin
 James Felix Anthony McKenney
 Margaret Aitken McLay
 Edward Loughlin O'Brien
 Jacob Rosenberg
 Inez Winifred Shaw
 Robert Francis Splaine
 Edward John Sweeney
 Amasa Fitch Williston

COMMERCIAL COURSE.

Margaret Marion Barry
 James Arthur Bowden
 Rowena Burgess
 Carlton Sisson Durfee
 Christine Lillian Fleet
 Lida Gertrude Gifford
 Jeremiah Holland
 Ida Kovalsky

Edwin Clark Kusterer
 Mabelle Martha Meacham
 Mabel Hutton Milton
 Berenice Evelyn Mosher
 Ethel Cornelia Orswell
 Everett Winslow Sadler
 Annie Sackenoff
 Charles Elbert Trott

TECHNICAL COURSE.

George Albert Arnold
 Bradford Dittmer
 Levi Estes
 Everett Haskins Francis
 Frank Gardner Gifford
 Joseph Francis Halloran
 James William Heunessy, Jr.
 John Maurice Hennessy
 Albert Alphonse LeBoeuf

Francis Joseph Lenehan
 George Arthur Marble
 Leon Lempert McGrady
 James Joseph Nannery
 Hugh Francis O'Reilly
 Frederick William Shay
 George Ignatius John Sullivan
 Richard McMillan Thackeray
 Humbert William Ziro'i

Certificates for the completion of four years' work are granted to the following:

Walter Raymond Britland
 Blanche Gertrude Carey
 Harold Coggeshall
 Mabel Cook Coggeshall
 Maude Hilliard Coggeshall
 Ellen Agnes Conroy
 Agnes Helena Coyle
 John Francis Creamer, Jr.
 Kathryn Conroy Daley
 Harry Andrew Gourse
 Charles Edward Lalime
 Benjamin Madowsky
 Genevieve McDermott

John McIntyre.
 Warren Wilkins Nute
 Robert Edmund O'Hearn
 Lida Louise Palmer
 Lurena Phillips
 Marion Pitman Rounseville
 Edmund Emerson Sharples
 Bessie Slavitsky
 Lucy Josephine Smith
 Augusta Louise Thompson
 Winthrop Sanford Warren
 Marjory Wilcox
 Jean Isabel Wood

The following have been neither absent nor tardy during their High School Course:

Everett Haskins Francis	Mary Annunziata Leary
Lida Gertrude Gifford	Jennie Helena Sullivan
Lea Martha Jackson	Lillian Turner
Earl Thackery Wyatt	

HOLDERS OF ALUMNI SCHOLARSHIPS for 1912-1913.

Mary B. Young Scholarship, \$200. James Lawrence Cummings, 1910.

John S. Brayton Scholarship, \$200. Edith Frances Coolidge, 1909.

James Madison Morton, 3d, Scholarship, \$200, Frank Gardner Gifford, 1912.

Scholarship No. 1, Income of \$4,100, Eunice Ferguson, 1911.

Class of 1882 Scholarship, awarded to Ernest Halliwell, 1912, as there were no candidates among the descendants of the class.

COURSES OF STUDY

IN THE

B. M. C. Durfee High School.

Four courses of study, each of four years, are offered, namely:

1. **THE GENERAL COURSE.** In this course, certain studies are prescribed, but the pupil may make up the remainder of the required hours from a wide range of elective studies. Pupils who do not intend to enter college, but who desire a good general education, are advised to take this course. It is also the course advised for pupils who intend to enter a state normal school or the city normal training school for teachers.

2. **THE COLLEGE PREPARATORY COURSE.** This course is designed especially for pupils fitting for college. It is necessarily, in many respects, a difficult course.

THE TECHNICAL COURSE. This course offers a combination of the ordinary high school studies with practical work in the use of tools and machines, together with a complete course in mechanical drawing, technical drafting, and free-hand drawing.

It is intended for boys preparing for a technical school such as the Massachusetts Institute of Technology or the Worcester Polytechnic Institute. It is also intended for boys who will probably enter at once, after graduation from the High School, upon some industrial pursuit.

4. **THE COMMERCIAL COURSE.** This course is designed to prepare pupils for business pursuits. Besides training for the more technical demands of business life, it furnishes opportunity for general culture through the study of literature, history, science, and modern language.

COURSE OF STUDY.

GENERAL.

FIRST YEAR.	SECOND YEAR.	JUNIOR YEAR.	SENIOR YEAR.
Required Studies.	Required Studies.	Required Studies	Required Studies.
English composition and literature (4)	English composition and literature (4) and <i>three</i> of the following.	English composition and literature (4) and <i>three</i> of the following	English composition and literature (4) and <i>four</i> of the following
English history (4) Algebra (4) and <i>one</i> of the following	Elective Studies	Elective Studies	Elective Studies.
Elective Studies.	Latin continued (4)	Latin continued (4)	Latin continued (4)
Latin (4)	French or German (4)	French or German begun or continued (4)	French or German continued (4)
Book-keeping (4)	General history (4)	English history (4)	American history & civil government (4)
	Plane geometry (4)	Physics (4)	Chemistry (4)
	Book-keeping continued (4)	Botany (4)	Zoology (4)
	Physiology and hygiene (4)	Physiography (4)	{ Astronomy, 1st half year (4) Geology (2nd half-year (4)
			Review of algebra and plane geometry (4)
			Review of arithmetic and English grammar (4)

COURSES OF STUDY

COLLEGE PREPARATORY.	TECHNICAL COURSE.		COMMERCIAL.
English (4) Latin (5) Algebra (5) English history, 1st hf. yr. { (4) Greek history, 2nd hf. yr. }	English, (4) English history, (5) Algebra, (4) Mechanics, (4) Mechanical drawing, (5)		English, (4) Book-keeping, (4) Penmanship, (3) Arithmetic, (3) Algebra, (4)
English (5) Latin (5) Greek or German (5) Plane geometry (4) Roman history (2)	English, (4) Plane geometry, (4) French or German history, (4) Mechanics, (4) Mechanical drawing, (4)		English, (4) Book-keeping, (4) Penmanship, (2) Com. geography, (2) Geom. of Ger. or French or med. and mod. hist., (4)
English (3) Latin (5) Greek or German (3) French (5) Review of ancient history (2)	English, (3) French, (5) German, (5) American history and civil government, (4) Mechanics, (5) Mechanical drawing, (2) Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.	English, (4) Physics, (4) French or German or American history and civil government, (4) Mechanics, (5) Mechanical drawing, (4)	English, (4) Shorthand, (4) Typewriting, (4) Physics or German or French or American history and civil government, (4)
English (4) Latin (5) Greek or German (5) Exper. physics 5 or French continued (5) Review of algebra and plane geometry (5)	English (5) Geometry and trigonometry, (5) Review of algebra, (5) Exper. physics, (5) German or French, (4) Mechanics, (3) Mechanical drawing, (1) Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.	English, Chemistry, 4) Astronomy and geology, (4) Mechanics, (5) Mechanical drawing, (4)	Commercial English, (2) English or chemistry, (4) Shorthand, (4) Typewriting, (4) Common law, (4)

NOTES.

1. The figure in parenthesis after each study indicates the number of recitations or exercises a week in the study.

2. One exercise every alternate week in chorus singing is required of all pupils in the High School.

3. Pupils who desire to study physics should previously study algebra and plane geometry.

4. One elective or alternative study rather than another, must be chosen subject to possible unavoidable conflicts in the schedule of daily recitations.

5. All candidates for a diploma on completion of the General Course, must satisfactorily complete all the *required* studies of the course and a sufficient number of the elective studies to make a total of sixteen weekly periods of prepared recitations; except in the fourth year, where a total of twenty weekly periods of prepared recitations is required.

6. Pupils in the College Preparatory Course are allowed five years, instead of four, for completing the course, if parents make such requests in writing and show cause, in which case a smaller number of studies is pursued each year.

7. The right of declining to form a division of pupils in an elective or alternative study is reserved, unless there be at least twenty-five applicants in the first year class, twenty in the second year class, fifteen in the junior class and ten in the senior class; and no divisions separate from under graduates will be formed for graduate pupils.

TEXT BOOKS
USED IN THE HIGH SCHOOL.

GREEK. Goodwin's Greek Grammar; Woodruff's Greek Composition; Collar and Daniell's Greek Composition; White's First Greek Book, Morse's First Greek Reader, Goodwin and White's Xenophon's Anabasis; Goodwin's Selections from Xenophon and Herodotus; Manatt's Xenophon's Hellenica; Seymour's Homer's Iliad; Homer's Iliad. Text edition; Perrin's Homer's Odyssey; Liddell and Scott's Greek Lexicon..

LATIN. Allen and Greenough's Latin Grammar; Harkness's Latin Grammar; White's Latin Lexicon; Collar and Daniell's First Year Latin; Daniell's New Latin Composition; Collar's Practical Latin Composition; Allen and Phillips' Latin Composition; Harkness' Latin Composition; Allen and Greenough's Cæsar; Potter's New Method for Cæsar; Collar's Cæsar Book II; Scudder's Sallust; Comstock's Virgil; Greenough's Virgil; Frieze's Virgil; Bennett's Cicero; Allen and Greenough's Cicero; Harper and Gallup's Cicero; Allen and Greenough's Ovid; Lindsay's Nepos; Rolfe's Viri Romæ; Jerram's Anglice Reddenda; Collar's New Gradatim; Harper's Latin Dictionary; Ginn's Classical Atlas; Collar's Aeneid, Book VII; Peck's Ovid.

FRENCH. Brook's Chardenal's Complete French Course; Blouet's Primer of French Composition; Larousse's Grammaire Francaise; Bronson's Exercise in everyday French; Gouin's Series Domestiques et Champetres; Fraser and Squair's French Grammar; Bruce's Grammaire Francaise; Blouet's

Class Book of French Composition; Cassell's French Dictionary ; Gasc's French Dictionary ; Merimee's Colomba; Sandeau's Mademoiselle de la Seigliere; Lamartine's Jeanne d'Arc; Feuillet's Roman d'un Jeune Homme Pauvre; Souvestre's Un Philosophe sous les Toits; Dumas' La Tulipe Noire; Racine's Athalie; Corneille's Le Cid Polyeucte; Moliere's L'Avare; Souvestre's Au Coin du Feu; La Fontaine's Fables; Daudet's Le Siege de Berlin; Labiche and Martin's Le Voyage de Monsieur Perrichon; Halevy's L'Abbe Constantin; Guerber's Contes et Legendes, vols. 1 and II; Malot's Sans Famille; Lesage's Gil Blas; Contes Choisis par Guy de Maupassant; Brete's Mon Oncle et mon Cure; Dumas' Le Comte de Monte-Cristo.

GERMAN. Grammars: Vos' Essentials of German, Collar's Shorter Eysenbach, Joynes-Meissner; Harris' Materials for Translation; Heath's German Dictionary; Koehler's German Dictionary; Wesselhoeft's Exercises in German Composition and Conversation; Pope's German Composition; Stern's Studien and Plaudereien ; Van der Smissen's Grimm's Maerchen; Allen's Herein; Hauff's Das Kalte Herz; Novelletten-Bibliothek; Lessing's Minna Von Barnholm, Nathan der Weise; Schiller's Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke, Wallenstein, Maria Stuart, Der Neffe als Onkel; Goethe's Dichtung and Wahrheit Hermann und Dorothea, Egmont, Iphigenie auf Tauris; Heine's Harzreise; Chamisso's Peter Schlemihl; Freytag's Aus Staat Friedrich's des Grossen, Die Journalisten; Aus dem Jahrhundert des Grossen Krieges; Riehl's der Fluch der Schoenheit; Jensen's Die Braune Erica; Paul's Er Muss Tanzen; Benedix's Die Hochzeits-

reise; Jungman's Er sucht einen Vetter; Gerstacker's Garmelshausen; Guerber's Maerchen und Erzaehlungen; Baumbach's Der Schwiegersohn; Stern's Geschichten von Rhein; Episoden von Hacklaender's Wachtstubenabenteurer; Vilmar's or Kluge's Geschichte der deutschen National Literatur; Wilbrandt's der Meister von Palmyra; Auerbach's Brigitta; Lohmeyer's Geissbub von Engelberg; Storm's Immensee; Kayser and Montesser's Brief German Course; Dippold's Scientific German Reader; Campe's Robinson der Jungere; Wildenbruch's Das Edle Blut; Riehl's Das Spielmannskind; Der Stumme Ratsherr; Bacon's Im Vaterland; Zschokke's Der Zerbrochene Krug, and Collmann's Easy German Poetry.

ENGLISH. Reed and Kellogg's English Grammar; Maxwell's Advanced English Grammar; Maxwell and Smith's Writing in English; Brooks and Hubbard's Composition Rhetoric; Sykes' Elementary English Composition; Palmer's Self-Cultivation in English; Frink's New Century Speaker; Davis and Bridgeman's Brief Declamations; Long's English Literature; Halleck's English Literature; Gayley's Classic Myths of English Literature; Matthew's Introduction to American Literature; March's, A Thesaurus Dictionary of the English Language; Worcester's School Dictionary; Webster's New International Dictionary; annotated editions of the English Classics, selected from the list of Ginn & Co., Maynard, Merrill & Co., Heath & Co., Houghton Mifflin & Co., Harper Bros., Allyn & Bacon; The Macmillan Company; Longmans, Green & Co., Scott, Foresman & Co., G. P. Putnam's Sons, T. Y. Crowell & Co., The American Book Co., and Educational Publishing Co.

HISTORY. Allen's Short History of the Roman People; Botsford's History of Greece; Botsford's History of Rome; Creighton's History of Rome; Fyffe's History of Greece; Ginn's Plutarch's Lives; Howe and Leigh's History of Rome; Leighton's History of Rome, Myer's History of Greece; Oman's History of Greece; Tappan's Story of the Roman People. Robinson's Short History of Greece; West's Ancient History; West's Ancient World; Adam's European History; Colbeck's Public Schools Historical Atlas; Andrew's English History; Gardner's A Student's History of England; Higginson and Channing's English History for Americans; Tappan's England's Story; Ashley's American History; Hart's Epochs of American History (Three parts, namely: Thwaite's The Colonies; Hart's Formation of the Union; Wilson's Division and Reunion); Andrew's Manual of the Constitution; Emerton's Introduction to the Middle Ages; Emerton's Mediæval Europe; Fiske's Civil Government; Forman's Advanced Civics; Gilman's Story of Rome; Ginn and Company's Classical Atlas; Goodrich's Topics on Greek History; Goodrich's Topics on Roman History; Harrison's Story of Greece; Johnston's American Politics; Liddell's History of Rome; Longman's Summary of English History; Mahaffy's Old Creek Life; Manual of the General Court of Massachusetts; Martin's Civil Government; Merivale's General History of Rome; Montgomery's The Leading Facts of English History; Montgomery's Student's American History; Myer's Mediæval and Modern History; Nordhoff's Politics for Young Americans; Robinson's First History of Rome; Schwill's History of Modern Europe; Scribner's the American History series (four parts, name-

ly: Fisher's The Colonial Era; Sloane's The French War and the Revolution; Walker's the Making of the Nation; Burgess' The Middle Period); Sheldon's American History; Silver, Burdett and Company's Excelsior Elementary Atlas; Smith's History of Greece; Thatcher and Schwills' Europe in the Middle Ages. Ivanhoe Historical Note Books and Maps.

POLITICAL ECONOMY. MacVane's The Working Principles of Political Economy; Bullock's Introduction to the Study of Economics.

PSYCHOLOGY AND ETHICS. Baker's Elementary Psychology; Buell's Essential's of Psychology; Ladd's Primer of Psychology.

ALGEBRA. Atwood's Standard School Algebra; Bradbury and Emery's Algebra; Wentworth and Hill's Exercise Manual in Algebra; McCurdy's Exercise Book in Algebra; Wells' Academic Algebra; Wells' First Course in Algebra; Wentworth's Elementary Algebra; Hawkes, Luby, and Touton's First Course in Algebra.

GEOMETRY AND TRIGONOMETRY. Schultze and Sevenoak's Plane Geometry; Pettee's Plane Geometry; Wentworth and Hill's Examination Manual in Geometry; Philliys and Fisher's Elements of Geometry; Estill's Numerical Problems in Geometry; Wentworth and Hill's Exercise Manual in Geometry; Wentworth's Plane and Spherical Trigonometry; Wells' Logarithmic Tables; Jones' Logarithmic Tables; Syllabus of Propositions in Geometry; Wells' Essentials of Plane and Solid Geometry; Shutt's Plane and Solid Geometry.

PHYSICS. Hall and Bergen's A Laboratory Course in Physics; Hoadley's Physics; Snyder and Palmer's One Thousand Problems in Physics;

Avery's School Physics; Gage's Principles of Physics; Nichol's Outline of Physics; Goodeve's Principles of Mechanics; Everett's System of Units; Stewart and Gee's Elementary Physics; Jones' Examples in Physics; Wentworth and Hill's A Text Book of Physics; Everett's Deschanell's Natural Philosophy.

CHEMISTRY. Bradbury's Elementary Chemistry; Newth's Elementary Chemistry; Newell's Experimental Chemistry; Freer's Elementary Chemistry; White's Elementary Chemistry; Watt's Fowne's Elementary Chemistry; Eliot and Storer's Elements of Chemistry; Shepard's Chemistry; Reychler's Outline of Physical Chemistry; Brownlee's First Principles.

BIOLOGY. Davenport's Domesticated Animals and Plants; Burkett, Stevens and Hill's Agriculture for Beginners; Hodge's Civic Biology; Bigelow's Applied Biology.

BOTANY. Coulter's Text Book of Botany; Coulter's Analytical Key; Gray's New Manual of Botany; Gray's Lessons in Botany; Spaulding's Introduction to Botany; Atkinson's Elementary Botany; Britton and Brown's Illustrated Flora; MacDougal's Elementary Plant Physiology; Conn's Bacteria, Yeasts and Moulds; Apgar's Trees of the Northern United States; Apgar's Ornamental Shrubs of the United States; Meier's Plant Study.

ZOOLOGY. Davenport's Introduction to Zoology; Jordan and Kellogg's Animal Life; Colton's Practical Zoology; Linville and Kelly's Text Book of Zoology; Galloway's Text Book of Zoology; Holmes' Biology of the Frog; Hornaday's American Natural History; Orton's Comparative Zoology; DeMontmahan and Beauregard's Zoology; Buckley's Winners in Life's

Race and Life and Her Children; Meier's Animal Study.

PHYSIOLOGY. Martin's Human Body, Briefer Course.

ASTRONOMY. Young's Revised Lessons in Astronomy.

GEOLOGY. Norton's Elementary Geology; Tarr's Elementary Geology.

PHYSIOGRAPHY. Davis' Physical Geography; Gilbert and Brigham's Physical Geography; Salisbury's Physiography for High Schools; Tarr's Elementary Physical Geography; Mill's Realm of Nature.

COMMERCIAL BRANCHES. Moore and Miner's Business Arithmetic; Williams and Roger's Modern Illustrative Banking; Belding's Commercial Correspondence; Williams and Rogers' Modern Illustrative Book-keeping; Williams and Rogers' Complete Book-keeping; Adams' Commercial Geography; Tilden's A Commercial Geography; Loomis' Spelling and Letter Writing; Lyon's Commercial Law; Pen-written Copies; Mill's Modern Business Penmanship; Course in Isaac Pitman Shorthand; Eldridge's Shorthand Dictation Exercisès; Smith's A Course in Practical Touch Type-writing.

REVIEW OF ENGLISH STUDIES. Smith's Arithmetic; Wentworth's High School Arithmetic; Wentworth and Hill's Examination Manual in Arithmetic; Reed and Kellogg's Higher Lessons in English; Dodge's Advanced Geography; Redway's Natural Advanced Geography; Tarr and McMurry's Advanced Geography.

MUSIC. Tuft's The Cecillian Series of Study and Song, Book, IV; Tuft's The Euterpean; Silver Song Series No. 24.

GRADUATES OF THE HIGH SCHOOL OF THE CLASS OF 1912
ENTERING COLLEGES OR PROFESSIONAL SCHOOLS.

BROWN UNIVERSITY—

Ernest Halliwell
Jacob Rosenberg
Amasa F. Williston
Joseph F. Holloran

COLUMBIA UNIVERSITY—

Albert F. Munroe (Pulitzer School Journalism.)
Earl T. Wyatt (School of Optometry)

HARVARD UNIVERSITY—

William F. Fitzgerald

LEHIGH UNIVERSITY—

Frederick W. Shay

MOUNT HOLYOKE COLLEGE—

Ava G. Earle (Class of 1911)

SMITH COLLEGE—

Inez W. Shaw

UNIVERSITY OF PENNSYLVANIA—

Edward F. Carey

MASSACHUSETTS INSTITUTE OF TECHNOLOGY—

Francis J. Lenehan

WORCESTER POLYTECHNIC INSTITUTE—

Everett H. Francis
Frank G. Gifford
Richard M. Thackeray
Frank Lubin (Class of 1911)

BOSTON UNIVERSITY LAW—

Bernard J. McDonald, Jr.

MASSACHUSETTS AGRICULTURAL COLLEGE—

Harold A. Mostrom
Everett S. Sanderson
Charles E. Hathaway, Jr.

MICHIGAN AGRICULTURAL COLLEGE—

Everett G. Smith
F. Royal Kenney (Class of 1911)

PRATT INSTITUTE—

Alfred Preston Leeming
James J. Nannery

ANNAPOLIS NAVAL ACADEMY—

Hubert W. Zirolì

TUFTS DENTAL SCHOOL—

Edward J. Sweeney

GRADUATES OF THE HIGH SCHOOL OF THE CLASS OF 1912
ENTERING NORMAL SCHOOL.

BRIDGEWATER NORMAL SCHOOL—

Myra T. Borden
Mildred L. Dunham
Marian Eddy
Marian J. Gardner
Doris B. Hart
Stella Marland
Edith J. G. Sheppard

FALL RIVER TRAINING SCHOOL—

Rose B. Bergeron
Anna M. Blake
Annie C. K. Brady
Ellen A. Byard
Letitia J. E. Carr
Eunice H. Cross
Mary A. V. Diskin
Mabel E. Feinberg
Annie H. Feitelberg
Ethel Harrington
Lea Martha Jackson
Mary A. Leary
Sophie F. Loeff
Mary C. Kilroy
Katherine King
Winifred M. Magill
Nettie V. McDermott
Loretta P. McDonough
Nettie Norsworthy
Josephine M. O'Neil
Alice Smith
Jennie H. Sullivan
Jennie E. Swords
Marianna S. Touhey
Lillian Turner
Margaret E. Wallace

FRAMINGHAM NORMAL

Marion W. Parks
Margaret A. McLay

RHODE ISLAND NORMAL SCHOOL

Mary E. V. McDonough
Julia B. Slade
Hortense H. Bergeron

GORHAM (ME.) TRAINING SCHOOL—

Edith C. Young

REPORT OF THE
Teacher of Cooking.

Mr. Everett B. Durfee, Superintendent of Schools:

During the year three hundred children and women have received instructions in cooking. Two hundred and twenty-five children from the seventh, eighth and ninth grade of the John J. McDonough School, eighth and ninth grades of the N. B. Borden, Davenport and Fowler Schools, and on the evenings when the evening schools were in session eighty women came for instruction. Many more women wished to enter and registered, but could not come because of the lack of accommodations. I think this shows that more schools should be opened in other sections of the city.

The elementary work included simple economical and nourishing dishes and the planning and serving of a simple meal which could be repeated in the home. In the advanced classes more extensive work in the planning and serving of meals was done

by groups of four or five girls. Invalid cookery and child diet in very simple forms was taken up.

In the evening classes, by the help of my able assistant, I was able to cover a great deal of ground. The work included good nourishing dishes which could be used in the home. Some of the women asked to have certain dishes made, which in most cases we were able to do.

All work is done individually and in individual quantities except at such time when a dish made in large quantity will be more successful.

With sincere appreciation for the support given me in my work.

Respectfully submitted,

WILLA BARNES LAKE,

Teacher of Cooking.

REPORT OF THE Supervisor of Drawing.

Mr. Everett B. Durfee, Superintendent of Schools:

I herewith submit my annual report of the drawing department. The regular course of study has been followed with only the slight modifications which each year makes necessary.

I have requested all principals to send one piece of work from each room to the office on the last school day of each month. In this way I can keep in touch with the work and where more attention is needed I can make an extra effort to see them more often than my usual visit, which is about once in eight weeks.

As our work in art education advances from year to year, and our schools grow in number, I constantly feel an increasing need of meeting the teachers and pupils more often than I am at present permitted to do. The teachers are doing very good work, but in some particular parts of the work they should have more help. This could be remedied by appointing an assistant, which I have asked for in my former reports.

As the supervisors travel continually and there are more schools to be visited each year, I believe we should have car tickets furnished, as other departments are furnished with transportation.

This year I would like to have placed in every

school room a new set of drawing manuals, as our old manuals are out of date and a great many of the schools are without any. There should also be a set of working drawings in every room from the fifth grade up, so that each pupil can have a sample sheet to refer to while working out some of these problems.

Art should be continued in the High School. It is a mistake that no definite facilities for drawing are to be found in the High School curriculum. Pupils preparing for the Normal Schools and the Schools of Technology are handicapped in their work in these schools without instructions in freehand drawing. With the high class of work that is done in our elementary schools I believe we could do work in our High School far above the average and I hope the Committee will decide to allow me to extend the work.

A series of grade meetings have been held in the Westall School during the past year. I have visited schools in Boston and Providence and have exchanged work with schools in England, thereby keeping in touch with the progress in other cities.

Once more I would ask that provision may be made for permanent, properly equipped quarters for the Free Hand Evening Drawing School.

Through gifts, fairs and class memorials many beautiful pictures have been added to the already large collection owned by the schools. The standard of pictures purchased grows higher each year, partly due to our more discriminating taste and partly due to the rapid advance in the methods of reproduction, which places finer things within our reach.

Altogether the review of the year's work leads us to feel that we have made a definite advance toward the accomplishment of these things for which the art department stands.

Thanking all our public school authorities for continued sympathy and appreciation.

Respectfully submitted,

WILLIAM E. BRALEY,

Supervisor of Drawing.

REPORT OF THE Supervisor of Music.

Mr. Everett B. Durfee, Superintendent of Schools:

It gives me pleasure to present the following report for the year 1912.

As in past years the work of the Supervisor of Music has been four fold; *first*, to plan the course of music for each grade, *second*, to visit all the schools and by conducting the classes ascertain the quality and amount of work done, present new subjects, give instruction in tone, correct mistakes and develop the artistic side of Music, *third*, to instruct the teachers, aid and encourage them in doing their work, and *fourth*, to teach and conduct the music in the higher grades. My schedule, as arranged at the beginning of the school year and approved by the School Committee, provides for visits as follows: once in eight school weeks a visit to each primary and grammar room, making five visits a year; once in one and three-fifths weeks a lesson with the Normal Training class, making twenty five lessons a year; once in two weeks a lesson with the Senior class in High School, making twenty lessons a year; once in a week a lesson with some one of the other classes in the same school. It must be stated however that no class in the High and Training Schools received the entire number of lessons mentioned owing to holidays, stormy days, the observance of Wash-



ington's Birthday, Memorial Day, Founder's Day and other public exercises. With such infrequent lessons in the higher grades it is impossible to teach the music that should be learned, and with so few visits to the primary and grammar grades to develop the musical and artistic side of the songs. I have endeavored however to do all that is possible in the directions mentioned and have found pupils and teachers willing and responsive. The time allotted for singing (one hour a week) is so limited that it becomes absolutely necessary to eliminate much that is very desirable to be taught, and to devote the time to that which seems the most essential namely *singing*. Ninety minutes a week is none too much time in the grammar schools where written work might profitably be given. Owing to the difficulty in arranging the High School program, I have recently had the entire Senior class only once in two lessons, and as the regular lessons occur fortnightly this results in meeting the whole class only once in four weeks. Since September the Seniors, in addition to the regular chorus practise, have studied two composers, Donizetti and Wagner; papers have been read giving something of the lives of each, some of their greatest compositions, and a description has been given of one of the most important operas composed by each; the class has also sung one chorus from each opera and some of the other important numbers of each have been performed on the piano by members of the class.

This study of the great composer with the singing and hearing of some of their music has proved interesting to the class.

Some school buildings have purchased a "Victor",

and while no amount of music furnished by it can ever take the place of actual singing by the children, I believe its proper use is helpful in awakening a musical sense and creating a love for music, and with older pupils, especially those of high school age, it may be used to great advantage in the study of music.

In the primary schools we are introducing the New Normal Music Course as rapidly as the old books need replacing, but it would be much better for the progress of the music if *all* classes were supplied with the new books at once; the grammar grades ought also to have the new materiel.

I believe we should make the music instruction in the schools as efficient as possible by providing for more frequent supervision, and that credit should be given in the High School for ensemble instrumental practise and other work, also that for older pupils there should be opportunity for a class in musical appreciation.

In closing it again gives me pleasure to mention the loyalty of the teachers in co-operating so cheerfully to carry on the work assigned.

I thank you, Mr. Superintendent, and members of the Board for your hearty support.

Respectfully submitted,

W. J. TITCOMB,

Supervisor of Music.

REPORT OF THE Supervisor of Reading.

Mr. Everett B. Durfee, Superintendent of Schools:

The reading in the schools is encouraging in that the children enjoy the lessons, and are gaining power and independence in their work.

The silent reading is steadily improving and the children show ability in the oral reproduction of their lessons. The pupils in the higher grades are interested in finding the important ideas in sentences and paragraphs. and consequently read with enjoyment.

In the primary grades, stories are dramatized and many of them are told with excellent expression.

Last year an attempt was made to improve the spelling in connection with the reading lessons, and as a result, many of the teachers noticed improvement in their pupil's spelling in other studies. The teachers also noticed that the pupils looked more closely at the words in the text, and that fewer blunders were made in pronouncing unfamiliar words.

This year an earnest effort has been made to improve the children's articulation and enunciation. More, however, could be done to improve their voices, if there were more time to devote to this work.

The Progressive Road to Reading is used at present at two of our schools, the Highland and the

Ferry Lane. From my observation of the method, both in Providence and in Fall River, I should say that the children gain a quick mastery of their reading lessons. I should think that it would be well to introduce the methods into more of the Fall River schools, provided beginners are to enter school only twice a year.

The beginners who entered school this year in September are fortunate in having their teachers devote all their time to them. This is possible because no beginners entered school in November. Better work in reading can be done when five-year-old children enter school only once or twice a year. In the crowded districts it would be better to have beginners only once a year, so that the teachers might have an opportunity to do work with the older children that drift into their schools. In one school where there were fifty-two children, ten non-English speaking children over seven years of age entered before January.

Better results could be obtained in reading, and, indeed, in all other work in school, if the abnormal children were separated from the normal, and if special teachers should work with the backward pupils. This work with backward pupils should not be assigned to young immature teachers, but to thoughtful women, who would note individual traits and help the children to gain attention. A few of our principals have begun to work with the backward children in their school buildings, and it will be interesting later to hear their experience. Perhaps when teachers are more familiar with the Montessori method of dealing with children, we shall be better able to help these little people.

Last year I mentioned in my report the admirable work in reading done by Miss Macomber in the Highland School. She has continued her good work with this year's class; while the class she promoted to the second year has finished the third reader of the Progressive Road to Reading, and should have read the fourth reader of the series if they had been mature enough to grasp the thought.

In the Ferry Lane school the majority of the children are non-English speaking, and Miss McKenney has charge of the work in the Progressive Road to Reading. Miss McKenney, like Miss Macomber, entered heartily into teaching this new method, and has done excellent work. She was fortunate in not having any beginners entering in November, and so could give the whole time to the class that entered in September. Her little children are eager to read the stories; the dramatic element in their reading lessons appeals strongly to them and holds their interest. Many of these children can write from memory parts of the stories that they have read. Indeed, one can almost see the children mature as they read.

Meetings of teachers were held in October, and suggestions were given for the improvement of the work in reading. The teachers who had become interested in folk dances and games gave an exhibition of their work to the primary teachers, and so an impetus was given to this work.

The teachers are grateful for the list of new books given to them, and are gradually ordering new sets of books. All the grades are well supplied with reading matter now, except the two higher grammar grades.

I wish to thank the teachers for their cordial assistance and co-operation, and feel that I should be ungrateful if I did not mention their good work in teaching reading. I am also greatly indebted to the Superintendent of Schools and the School Committee for their many kindnesses.

Respectfully submitted,

MARGARET T. HURLEY,

Supervisor of Reading.

REPORT OF THE Supervisor of Sewing.

Mr. Everett B. Durfee, Superintendent of Schools:

During the year that has passed, interest in sewing on the part of the girls instructed, has in no way lessened, and the possibilities of that the future holds in store for the girls taking this branch of domestic science has been considered in the arrangement of the course of lessons laid out for the fourth, fifth, sixth and seventh grades of the schools in the city.

The aim in teaching this science is not especially vocational, for not a few girls, when they leave school, follow trades involving sewing for a livelihood, and they have found that the instruction received in the public schools has been very helpful to them.

Longer periods for work in sewing in all the grades, and especially in the fourth and in the fifth grades where only a half hour is now given, would give the girls, when they reached the sixth and seventh grades, the opportunity to be instructed in making a larger variety of household articles and wearing apparel.

The sixth and the seventh grades have forty-five minutes a week, which gives little or no time for construction.

However, as soon as the various plain stitches are taught and the girls are able to apply them, they are given instruction in matching stripes, patching, darning, tear-darning, button-holes, sewing on buttons and hooks and eyes, making holders, towels, needlecases, cushions, bags, aprons, sweeping-caps, tray-cloths, napkins, pillow-cases and other articles as time permits.

When one considers how little the child knows about sewing when she begins the work in the fourth grade and how hard it is for the little untrained hand to use the needle, it is surprising that so much has been accomplished by her when she has finished the seventh grade.

Longer, or more frequent periods for sewing and a properly equipped room for sewing, would greatly facilitate the work and give the girls an opportunity to take more advance work.

When the building on Anawan street becomes an Administrative Building, a room set apart for the sewing department, where work could be prepared and materials kept would be much appreciated.

Last year, Elizabeth B. Ward, one of the instructors in sewing, resigned, and Mary F. Sullivan was appointed to take her place.

The department is indebted to the teachers in whose rooms sewing is taught for their co-operation and for the many courtesies they have extended.

Respectfully submitted,

ALICE M. RUSSELL,

Supervisor of Sewing.

REPORT OF THE Instructor of Vocational Class.

Mr. Everett B. Durfee, Superintendent of Schools:

The Vocational Class is located in a room in the basement of the John J. McDonough School. The equipment consists of text books, twelve mechanical drawing tables, four wood-working benches, and two wood-turning lathes. Each table is equipped with a set of drawing instruments, board, T square, scale, angles, etc., and there is a complete set of tools for each bench, as well as a number of special tools.

Each lathe is driven by an electric motor which is contained in the case and does away with all shafting, hangers, etc.

The Class was started December 2nd, with an enrollment of twelve, whose ages range from fourteen to sixteen years and who came from different parts of the city. They were boys who had left school, from the fifth to the eighth grades.

The Class is in session from 8.30 A. M. to 12 M. and from 1.30 to 4 P. M., Saturdays excepted. The morning hours are devoted to bench work with the idea of training the hand to work with the eye; this being essential to one is preparing for a vocation. The afternoons are taken up with Mechanical Draw-

ing, Free-hand Sketching, Arithmetic, Spelling, Writing and Civics. The Class is also supplied with Trade Journals which are used for reading to perfect the boys' English, and also to keep abreast of the times along trade lines.

Up to date the boys have made tool racks, shelving, staining table, and a nail and screw cabinet for use in the class room, and from now on will take up more extensive work.

The Class has not been in existence long enough to make a lengthy report on what has been accomplished, but it is safe to say that good progress is being made, as is evidenced by the fact that positions have been found for two boys, at the electrical trade, and also by the boys' earnestness, attendance, deportment, close application to work and study, and the genuine courtesy shown the instructor.

Progress must necessarily be slow in a new project of this kind, but I look for success, and to be able in my next report to prove that we are benefiting the boys and that a school of this kind is needed in Fall River.

This report would indeed seem incomplete were I not to speak of the hearty co-operation which I have received from Mr. Harry Smalley, principal of the John J. McDonough School.

Respectfully submitted,

FREDERICK H. RUNDALL,

Instructor.

GRAMMAR SCHOOL GRADUATES

BORDEN SCHOOL

Horace Ashley	Stephen Lee
Alexander Philip Auclair	Ernest E. Marcoux
Charles B. Austin, Jr.	Eleanor C. McMullen
Everett Hathaway Bennett	Bertha M. Milligan
Sarah Adeline Benson	Ralph Moffatt
Charles Arthur Bergeron	Mabel Louise Morey
Sarah Ruth Bogle	Helena Morin
Edna Lois Borden	Agnes Elizabeth O'Brien
John William Burrows	David Anthony O'Brien
John William Canby	George M. Pike
Edna Cheatham	Paul Joseph Regan
Gladys Louise Cole	John H. Riley
Margaret Loretta Coughlin	Hannah Gertrude Robinson
Robert Leo Doherty	Joseph Rowse
Ethel Hawcroft	Belmira Travers
Gertrude Leonard Higney	Bertrand S. Warren
Gertrude H. James	Gertrude M. M. Warren
Edna Winifred Jenness	Harris Lockhart Weldon
Leon Jones	Frederick Thompson Westell
Charles Francis Kelly	J. Everett Wilkenson

DAVENPORT SCHOOL.

Bessie G. V. Blake	Elmer R. Broadbent
Mildred Britland	Francis M. C. Coffey
Irene Clement	Sylvester W. Copeland
Frances G. Daley	John F. T. Delahunt
Lida M. V. Desmarais	Charles R. J. Duffy
Agatha Dwyer	Warren Dwelly
Marion L. Gardner	William Ellis
Katherine A. C. Kowse	Milton E. Ellison
Loretta C. Law	Winfield J. Gaffney
Gertrude M. Leary	William Garvey
Estella C. Leary	John F. Giblin
Catherine E. Logan	Randall L. Grundy
Gertrude B. Madden	Thomas Holland
Isabel F. Mitchell	Henry W. Hollins
Gertrude H. Murphy	Joseph L. Hurley
Agnes E. G. O'Loughlin	Edward M. Kelly
Mildred E. Pilling	George V. Kelly
Mary V. Plante	Thomas J. Maleady
Alice D. Powers	Harold E. Marr
Teresa M. Silvia	Francis D. McIsaac
Etta V. Smith	Fred Parkinson
Fannie A. M. Sowter	David M. Patterson
Loretta F. Walsh	John A. Powers
Elsie Walton	Arthur E. Shea
Jennie E. V. Welker	Daniel J. Sullivan
Albert Bailey	James F. Tansey, Jr.
William O.I. Brady	

DAVIS SCHOOL.

Sarah Elizabeth Allinson	Raymond Hamilton Moran
Blanche Anita Beauregard	Minnie Mowbray
Bertha Borden	James Munro
Katherine Agnes Bradbury	Charles Novek
George Edward Christophers	William Popkin
Daniel Milton Crook	Harry Linwood Reed
Agnes Gertrude Dowd	Helen Bernadette Regan
Ethel Dunkerly	Charles Philip Renaud
Sarah Rose Epstein	Edna Hannah Roberts
Joseph Antone Furgiuele	Marion Scott
Irene Gagne	Max Shenk
James Edward Joyce	Charles Slavitsky
Edith Alice Keetley	Henry Joseph Stinziano
Edward Alexander Kelly	Edward Augustine Sullivan
Violet Elizabeth Kirkland	Fanny Tinkoff
Lena Etta Krasnow	Grace Mildred Walker
William Langton	Albert Hunt Wild
Margaret Lee	Israel Reuben Zaontz
William Vincent Marum	

Medal Pupil—Agnes Gertrude Dowd

FOWLER SCHOOL

Charles J. Burke	Albert E. Kenyon
Harry E. Cooley	Vera L. McDermott
William J. J. Dube	Chester A. Morgan
William T. Duggan	Francis E. Murphy
Alice E. D. Fahey	J. Edwin H. Sanford
Thomas L. Flynn	Helen M. Shea
Charles H. Griffin	Edward L. Sylvia
Lester L. Ivers	George H. Sumner
Thelma G. James	Robert Ward, Jr.
Isadore A. Katz	Harold B. Whipp

GEORGE B. STONE SCHOOL

Frank Bliss	Raymond David James Sullivan
John Martin Corrigan	Raymond Sampson Sutcliffe
Chester Sanford Deplitch	Francis Aloysius Wade
James Lester Donovan	David Wexler
James Raymond Duffy	Alice Blanche Booth
Arthur Clifford Durfee	Mildred Elizabeth Brown
Alfred Faltus	Gertrude Emma Cunneen
James Edward Glynn	Doris Leslie Doudis
Henry Marsden Hodgson	Mary Ellison Dunnigan
Raymond Lucas Hutchinson	Mabel Lees Nuttall
Harold Nelson Marston	Lena Henrietta Sobilloff
Thomas Desmond Leonard	Yetta Starinsky
Mention	Jennie Cliff Twig
Lucien Alwin Skeels	Laura Hall Whalon

HIGHLAND SCHOOL

Dorothy D. Albert	Emily Hinves
Stanley A. Aldrich, Jr.	John B. Hunter
Alan H. Andrews	Annie B. Kendall
Florence Brigham	Raymond Kessell
Edward J. V. Carroll	Mildred W. Kidd
Leonard F. Coughlin	Gertrude McDermott
John A. Davitt, Jr.	John McL. McCrossan, Jr.
Francis H. Dion	Alyce McNally
Eliza J. Douglas	Katharine Nute
Katherine Durfee	Doris M. Reed
Howard H. Fawcett	Alfred Robinson, Jr.
Mildred S. Frost	Helen Simmons
Stanwood D. Griffiths	Louise R. S. Springer
Marion Hammond	Merton I. Vestal
	Fred H. Vinecombe

JOHN J. McDONOUGH SCHOOL

Rosa Bramson	Bertha Constance Labbe
Louis F. Carriero	Katheryn Anita Lenehan
Edith Cohen	Annie Loeff
Mary L. Curry	Emma Loeff
Grace E. Israel	Dorothy E. Maker
Benjamin Isserlis	Sarah Selickson
Frances Ray Katzew	Charlotte Steinberg
	John William Wadsworth.

LINCOLN SCHOOL

Julia Frances Ardagh	Margaret Loretta Harpin
John Henry Edward Brent, Jr.	Thomas Edward Kennedy
Alice Butler	William Raymond Leonard
John D. Crowley	Myer Saul Lipshitch
Henry Leonard Durfee	Albert James McCreery
Albert Thomas Estes	Arthur Henry Millington
Stephen Abner Manchester	Walter Roy Millington
Farnum	Louise Margaret Murphy
Edward Daniel Fitzgerald	Miles James Neff
Bernadette Blanche Folster	Lillian Gertrude Shon
Elizabeth Mildred Gorman	Marion Adeleane Smith
Carl Hans Hagenson	Thomas Joseph Stapleton

NATHANIEL B. BORDEN SCHOOL.

Frank James Brady	Raymond Francis Kilroy
Mary Alice Breese	Louis Wheeler Levin
Beatrice Flanders Brown	Henry Madowsky
Mary Ellen Clemmey	Alexander Grant Marshall
Edward John Delaney	Agnes McKelvie
John Joseph Enwright	Madeline McKenney
Marion Julia Foley	Charles Joseph McMillan
Ruby Marion Ames Gee	John Booth Melvin
Nettie Goldberg	John Philip Morin

Nora Manning Gorman	Gerald Ulric Quinn
Catherine Haworth	Mary Etta Quirk
Henry Herbert Hollingsworth	George Ernest Rowe
William Irving Hyde	John Daniel Sullivan
Ellen Genevieve Elizabeth Kennedy	Aurore Trudeau
James Vincent Kennedy	Thomas Kilgour Webster
James Hargraves Kent	Isabel Beatrice Wilmot
	Abram Louis Winograd
	Edward Taber Winslow

NORTH FALL RIVER SCHOOL.

Edith Cathern Hinckley

SAMUEL WATSON SCHOOL

Melina Julia Adam	Catherine Gertrude Leary
Gertrude Althea Borden	Philip Frederick Leary
Harriet May Buckley	Thomas Joseph Loftus
Sarah Chesworth	Ruth Catharina Pownall
Thomas Francis Coffey	Gertrude Ratcliffe
Armand Emery Fontaine	Charles Adams Reed
John Bautista Lariviere	Ruth Vivian Thyng
	Annie Ruth Walsh

Medal Pupil—Annie Ruth Walsh

SLADE SCHOOL

Bertha E. Aspin	Joseph Newman
Grace L. Bardsley	Alice A. Paquin
Rose A. Belotz	Ernest A. Peel
David B. Belotz	Ernest E. Redfearn
Edna M. Brierley	Henry N. Sunderland
Marcella I. Brierley	James H. Sunderland
Marie A. B. Belle-Isle	Anna M. Sacknoff
Effie M. Coupe	Elsie A. Sheahan
Charles A. Deplitch	Beatrice D. Sorel
Lucy E. G. Gavigan	Ruth A. Sweeney
Cora P. Grinnell	Gladys M. Tattersall
Ethelind B. Isherwood	Ida May Tongue
Henry E. Kay	Louis Urban
Lucienne G. Laplante	Milton Wood
Mary F. J. McHugh	Gladys L. Whalon
Carrie O. McNeil	

STEEEP BROOK SCHOOL

Charles Freeman Hathaway	Alice Macomber Pettey
Bliffins	Dorothy Ella Soverino
Marion Rogers Lanigan	Mildred Amanda Winslow

UPPER NEW BOSTON SCHOOL

Cyril Preston Davis	Elizabeth Patricia Shay
Nelson Edward Lown	

WATUPPA SCHOOL

William Henry Cook

WESTALL SCHOOL

Harold Oliver Akeson	Charles Eliot Huntington
Robert Angell Bogle	James Earl Johnson
Flint Brayton	Francis Durfee Johnson
Whitney Wilbur Brayton	Donald Heywood Learned
Eliot Buffinton	Brayton Morton
Worth Burrell	William Desmond Shay
Harry Elsworth Dinsmore	William Harold Stewart
Charles Herbert Dodge	Valentine Crawford Threlfall
Edwin James Frazee	Sumner James Waring
Richard Hawkins Gee	Stewart Winslow
Edward Jackson Hawkins	James Lenox Wood
Grace Reed Bennett	Ida Josephine Keavy
Jennie Hoy Benson	Julia Dorothy Kenyon
Carolyn Hervey Bliss	Hannah Frances McCarthy
Helen Ada Carpenter	Marion Day McCreery
Mary Gifford Carpenter	Lillian May Murphy
Mary Chadwick	Elsie Lucinda Reed
Elsie Marie Davis	Dorothy Remington
Millicent Ethel Durfee	Marion Chace Sykes
Mary Pringle Hamilton	Gladys Evangeline Thomas
Mary Elizabeth Harrington	Ruth Thompson
Doris Grace Hathaway	Dorothy Louise Tripp
Dorothy Elizabeth Hilton	Zetta Vincent
Arline Jennie Holske	Mary Walsh
Doris Estella Hopewell	Mary Louise Warden
Ethel May James	Eunice Wilcox

WILLIAM S. GREENE SCHOOL.

Priscilla Knoll Archer	Roy Xavier Murphy
Gertrude William Downing	Jessie Evelyn Robinson
Barlow	Mary Mildred Rogers
Elsie Madeline Barth	Raymond Earl Rowell
Emma Margaret Barth	Hugh Augustus Shannon
Mary Loretta Catharine Boodry	Arthur Gordon Shirt
Lillian Boothman	Kresten Theodore Sorensen
Thomas Charles Edward	Jeremiah Vincent Sullivan
Delahunt	Margaret Ellen Genevieve Sullivan
Angela Catharine Greene	Margaret Mary Magdalene Sullivan
John Andrew Grime	John Raymond Francis Taylor
George Mellor Jackson	Mary Elizabeth Anna Toomey
Helen Dorothy McIlwain	Mary Edith Pearl Waite
John Edward Moran, Jr.	Doris Bigelow Weaver
Alvin Mullen	
Mary Magdelene Murphy	
Fred Stanley Woodcock	

CERTIFICATES GIVEN AT LINCOLN
ADVANCED EVENING SCHOOL.

1912-13.

Cicily Ivy Ainsworth, Shorthand, Typewriting, Bookkeeping
James Ainsworth, Spelling, Arithmetic, Penmanship
John Almond, Arithmetic, Spelling, Penmanship
William R. Arnold, Shorthand, Typewriting, French
George Nelson Ballard, Shorthand, Typewriting, French
Hervey John Bennett, Shorthand, Typewriting, Bookkeeping
James A. Bowery, Arithmetic, Penmanship
Thomas Vincent Cantwell, English, Algebra, Penmanship
John Joseph Casey, Arithmetic, English, Penmanship
John Francis Connor, Spelling, Arithmetic, Penmanship
Charles H. Cosgrove, Algebra, English
Joseph P. Cox, Arithmetic, English
Joseph William Crawford, Spelling, Arithmetic, Penmanship
Herbert Crompton, Arithmetic, Spelling, Penmanship
Christiana M. A. Deegan, Typewriting, Penmanship
Anna Frances DeSales Dennis, French
Jennie A. Dennis, French
Margaret L. G. Dodds, Shorthand, Typewriting, Bookkeeping
Thomas Eastwood, Arithmetic, Spelling
Gertrude Aileen Fagan, French, English, Penmanship
Lottie W. Ford, Shorthand, Typewriting
Harry Gaskell, Arithmetic, Spelling, Penmanship
Yvonne J. Gravel, English, Arithmetic
Mabel Harrison, Typewriting, Bookkeeping, English
Albert Haworth, Spelling, Arithmetic, English
John W. Haworth, Spelling, Arithmetic, Penmanship
Arthur J. Hebert, Shorthand, Typewriting, Bookkeeping
Francis Dominic Higgins, Spelling, Arithmetic, Penmanship
John M. Horan, French, Arithmetic, Penmanship
James Johnson, French
James Aloysius Kaylor, Arithmetic, English, Spelling
Winifred Veronica Lambert, English, Arithmetic, French
Arthur John Langfield, Spelling, Arithmetic, Penmanship
Mary Ann Langfield, Spelling, Arithmetic, Penmanship
Arthur Langton, French, Spelling, Arithmetic
James H. Latessa, Spelling, Arithmetic, Penmanship
Alfred James Lawes, Spelling, Arithmetic, Penmanship

Timothy Joseph Leary, Spelling, Arithmetic, Penmanship
Sarah F. Lottie, Shorthand, Typewriting
James Edwin Lynch, Shorthand, Typewriting, Algebra
Samuel J. Marsh, Shorthand, Typewriting
John William E. Marum, English, Arithmetic, Penmanship
Rudolph C. A. Maynard, Shorthand, Typewriting, English
Mary Jane McQuarrie, Spelling, Arithmetic, Penmanship
Raoul Eugene Morin, Shorthand, Typewriting, Arithmetic.
Minnie Mowbray, Shorthand, Typewriting, Bookkeeping
Patrick Henry Neilan, Shorthand, Typewriting, Penmanship
Alfred Joseph Poirier, Shorthand, Typewriting, Bookkeeping
Grace Hamilton Potter, Spelling, Arithmetic, Penmanship
Ora M. Savoie, English, Penmanship, Arithmetic
Simon Schwartz, Shorthand, Typewriting, Bookkeeping
Irene B. Sheehan, Spelling, Arithmetic, Penmanship
John L. Sherlog, Shorthand, Typewriting, Bookkeeping,
Ada Louisa Slater, French
Raymond H. Stone, Algebra, English
Ellen Blanche Stuart, Shorthand, Typewriting, Spelling.
James H. Sullivan, French, English, Spelling
Margaret M. Sullivan, Bookkeeping, Arithmetic, Penmanship
James Henry Taylor, Spelling, Arithmetic, English
Helen R. Tikozen, Shorthand, Typewriting, French
Mary E. Toomey, Arithmetic, Bookkeeping, Penmanship
Joseph Francis Valley, Shorthand, Typewriting, Spelling
Laura Vestal, Shorthand, Typewriting
Joseph Vierra, Spelling, Arithmetic, Penmanship
Daniel Warren, French, Penmanship
Maurice Wishneff, Shorthand, Typewriting, Bookkeeping
Samuel Wrigley, Shorthand, Typewriting, Bookkeeping

OSBORN STREET ADVANCED EVENING SCHOOL.

1912.

Palmyra O. Almeida, Bookkeeping, Shorthand, Typewriting
Frank Arnold, Arithmetic, Shorthand, Typewriting
Chester William Baker, Arithmetic, Penmanship, Spelling
Bertha P. Beauparlant, Bookkeeping, Shorthand, Typewriting
George T. Benson, Arithmetic, English, Penmanship
Pilgrim Bortollot, Algebra, Arithmetic, English
Remus Marion Bartollot, Bookkeeping, Penmanship

Ruth Marion Bowers, Penmanship, Shorthand, Typewriting
Cora Boyle, Arithmetic, Penmanship, Spelling
Annie P. Cassidy, English, Geography, Spelling
Annie Tericetta Clegg, English, Penmanship, Spelling
Francis Paul Clifford, Shorthand, Spelling, Typewriting
Jennie Connerton, Bookkeeping, Shorthand, Typewriting
Blanche Eva Coutu, Bookkeeping, Shorthand, Typewriting
Joseph A. Cox, Arithmetic, Bookkeeping, Penmanship
Mary Curry, Spelling, Shorthand, Typewriting
Leah Vincent Davis, Penmanship, Shorthand, Typewriting
Thomas C. Delahunt, Arithmetic, Shorthand, Typewriting
Joseph H. Delisle, Arithmetic, Penmanship, Spelling
Chester Sanford Deplitch, Shorthand, Spelling, Typewriting
Cecelia Sophie Desrosiers, Spelling, Shorthand, Typewriting.
James R. Dewhurst, Arithmetic, Penmanship, Spelling
Marian Dooley, Bookkeeping, Shorthand, Typewriting
Phoebe Dougherty, Arithmetic, English, Spelling
John J. Doyle, Arithmetic, Penmanship, Spelling
Joseph Henry Dubois, Arithmetic, Penmanship, Spelling
Grace Anna Dupere, Arithmetic, Penmanship, Spelling
Helena Dussault, English, Penmanship, Spelling
Monica F. Farrell, Algebra, Penmanship, Physiology
James Edward Fitzgerald, Arithmetic, Shorthand, Typewriting
Susie B. Fitzgerald, Spelling, Shorthand, Typewriting
George A. Fletcher, Arithmetic, Penmanship, Spelling
Annie Margaret Flynn, Arithmetic, Penmanship, Spelling
William H. Frazer, Arithmetic, Shorthand, Typewriting
Ernestine M. Gagnon, Bookkeeping, English, Spelling
William O. Gendreau, Arithmetic, English, Penmanship
Mary Gertrude Gordon, Bookkeeping, Shorthand, Typewriting
Helen Grady, English, Penmanship, Spelling
William Gregory, Arithmetic, Shorthand, Typewriting
Lillian Beatrice Hammoud, Bookkeeping, Penmanship
John E. Hampson, Spelling, Shorthand, Typewriting
Louise Henrys, Arithmetic, Penmanship, Spelling
Dewey H. Ironfield, Arithmetic, Penmanship, Spelling
Alice Jackson, Arithmetic, Shorthand, Typewriting
Francis J. Kelley, Arithmetic, Shorthand, Typewriting
James F. Kelly, Arithmetic, Penmanship, Spelling
Margaret M. Kelley, Bookkeeping, Shorthand, Typewriting
Martin Joseph Kelly, Arithmetic, Penmanship, Spelling
Gladys A. Lancaster, Bookkeeping, Shorthand, Typewriting
Noreen Bairdsley Lee, Arithmetic, Penmanship, Spelling
Joseph List, Algebra, Arithmetic, English

Alexander Grant Marshall, Arithmetic, Penmanship, Spelling
Violet M. Martin, Bookkeeping, Shorthand, Spelling
Irma Hammond McIlwain, Penmanship, Shorthand, Typewriting
Madeline Veronica McLearn, Spelling, Shorthand, Typewriting
Edwin Mellor, Jr., Arithmetic, English, Spelling.
Arthur Michaud, Arithmetic, English, Spelling
Marie Louise Michaud, Arithmetic, English, Spelling
Edna Moores, Penmanship, Shorthand, Typewriting
Christina Moran, Arithmetic, Penmanship, Spelling
Ellen A. Mullen, Bookkeeping, Shorthand, Typewriting
Helen V. Nash, Bookkeeping, English
Michael J. O'Brien, Arithmetic, English, Penmanship
Maurice Francis O'Hara, Arithmetic, Penmanship, Spelling
Agnes E. G. O'Loughlin, English, Shorthand, Typewriting
Kathryn S. O'Loughlin, English, Shorthand, Typewriting
James E. O'Rourke, Spelling, Shorthand, Typewriting
John F. O'Rourke, Arithmetic, Penmanship, Spelling
Ellen Packard, Arithmetic, Penmanship, Spelling
Hervey G. Paradis, Arithmetic, English, Spelling
Lynwood Leo Pargen, Arithmetic, English, Spelling
John Joseph Philbin, Arithmetic, Penmanship, Spelling
Mary B. Praught, Arithmetic, English, Spelling
Mary Ann Ross, Bookkeeping, Shorthand, Typewriting
Walter Sawyer, Arithmetic, Shorthand, Typewriting
William E. Shannon, Arithmetic, English, Spelling
Helena V. Sullivan, Algebra, Arithmetic, Spelling
Margaret J. Sullivan, Spelling, Shorthand, Typewriting
Thomas M. Sullivan, Arithmetic, Shorthand, Typewriting
Eva Savard, Arithmetic, English, Spelling
Alfred Slusser, Arithmetic, Penmanship, Spelling
Arthur Charles Spencer, Arithmetic, Shorthand, Spelling
Harry Stringer, Jr., Arithmetic, Shorthand, Typewriting
John R. F. Taylor, Arithmetic, Shorthand, Typewriting
Bessie Tew, Arithmetic, English, Penmanship
Genevieve F. Tierney, Arithmetic, Shorthand, Spelling
Harry Turner, Bookkeeping, Typewriting
Joseph Walshe, Arithmetic, Penmanship, Spelling
Elmer E. Willis, Arithmetic, Shorthand, Typewriting
Henry H. Willis, Arithmetic, Shorthand, Typewriting
Louis Zions, Arithmetic, English, Spelling

THE FOLLOWING TABLE

Gives the Number of Pupils in each School Building and the Average Attendance for the Year Ending June 28, 1912.

SCHOOL.	Grade	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance	Percentage of Attendance.
B. M. C. Durfee High School	10-13	1000	936	901	96
Normal Training School	1-5	306	178	259	93
GRAMMAR SCHOOLS.					
Borden	4-9	621	543	518	96
Brayton Avenue	1-7	314	311	283	93
Davenport	1-9	729	666	619	93
Davis	1-9	617	524	493	94
Fowler	1-9	401	379	357	95
George B. Stone	1-9	401	364	333	91
Harriet T. Healy	1-6	358	309	282	91
Highland	1-9	325	298	281	93
John J. McDonough	5-9	368	313	301	96
Lincoln	1-9	405	362	344	95
N. B. Borden	1-9	455	447	425	95
Samuel Watson	1-9	464	380	345	91
Slade	1-9	676	565	518	92
Steep Brook	1-9	152	134	127	93
Westall	1-9	528	478	445	93
William S. Greene	1-9	384	355	343	97
PRIMARY SCHOOLS.					
Border City	1-5	317	301	274	91
Bowen Street	1-5	137	117	105	90
Broadway	1-4	185	184	170	89
Brown	1-5	349	289	270	94
Brownell	1-4	199	188	176	94
Buffinton	1-3	162	140	126	90
Cambridge	1-4	202	191	176	92
Chace	1-3	195	149	136	92
Columbia	1-3	229	193	182	94
Coughlin	1-5	295	265	244	92
Covel	1-3	204	169	158	93
Danforth	1-5	178	158	149	94
Davol	1-5	412	338	317	94
Eastern Avenue	1-4	158	117	104	90
Ferry Lane	1-4	216	160	170	94
Fulton	1-3	180	150	139	92
Hugo A. Dubuque	1-5	15	115	108	93
James M. Aldrich	1-5	370	266	245	92

TABLE—*Continued.*

SCHOOL.	Grade	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance	Percentage of Attendance.
Laurel Lake	1-5	311	263	237	90
Linden	1-3	163	146	136	93
Lindsey	1-3	203	191	186	97
Lower New Boston	1-4	27	24	21	89
Mount Hope Avenue	1-7	197	169	150	89
Pine Street	1-4	304	257	243	94
Pleasant Street	1-3	172	129	117	89
Robeson	1-5	638	583	531	91
Ruggles	1-5	428	374	352	94
Samuel Longfellow	1-5	429	355	334	94
Tucker Street	1-5	269	223	193	87
William Connell	1-5	382	342	321	94
SUBURBAN SCHOOLS.					
Copicut	1-7	13	12	10	83
North Fall River	1-9	16	15	14	93
Upper New Boston	1-9	43	38	31	82
Watuppa	1-9	18	18	16	90
KINDERGARTENS.					
Bedford Street		63	47	41	87
Border City		70	48	35	82
John J. McDonough		78	48	38	79
Pleasant Street		76	47	35	74
William S. Greene		50	44	37	84

THE FOLLOWING LISTS

Give the Names of Teachers. Their Addresses, the Subject or Grades in which They Teach, and the Date of Election.

B. M. C. DURFEE HIGH SCHOOL

ROCK STREET. BETWEEN CHERRY AND LOCUST STREETS

FREDERIC W. PLUMMER, Principal, 188 New Boston Rd.	1912
WILLARD H. POOLE, Vice Principal, 229 Belmont.	1896
Physics and Chemistry	
GEORGE F. POPE, 175 Rock.	1877
Mathematics.	
HANNAH R. DAVIS, 188 Hanover.	1870
English.	
EMILY E. WINWARD, 15 Winward	1875
French	
WILLIAM J. WOODS, 246 French.	1891
Mechanics and Drawing.	
JAMES WALLIS, 206 Winter.	1891
Commercial Studies.	
GERTRUDE M. BAKER, 96 French.	1896
English.	
HARRIETT A. M. SMITH, 529 High	1884
French.	
ASA E. GODDARD, 473 Walnut	1900
Mathematics, Astronomy, Geology.	
HARRIETT T. MARVELL, 243 Highland Avenue	1897
Physiography, Physiology and Reviews	
HERBERT M. C. SKINNER, 481 Durfee	1902
Mechanics and Drawing.	
EUNICE A. LYMAN, 154 Hanover.	1893
History.	
SUSAN W. STEVENS, 209 Hanover.	1893
German and Mathematics.	
ROBERT R. GOFF, 114 Winter.	1903
Mathematics.	
JOHN S. BURLEY, 814 President Avenue.	1905
English.	
WILLIAM W. GARDNER, Touisset	1905
English and Mathematics.	
ALICE B. DAMON, 88 School.	1906
Botany and Zoology.	
LINDA RICHARDSON, 175 Rock	1906
Latin.	

CHARLES F. HOWLAND, 623 Robeson Commercial Studies.	1906
DAVID F. GREENAWAY, 515 Prospect. History and Civil Government.	1907
HELEN H. IRONS, 123 New Boston, Road. French.	1907
LENA P. ABBE, 38 June. Algebra.	1908
FLORENCE E. LOCKF, 130 Rock, German.	1908
DAVID Y. COMSTOCK, 800 Locust. Latin.	1909
RALPH M. SMALL, 800 Locust. Latin.	1910
HARRIET D. PROCTOR, 175 Rock German.	1910
WILLIAM D. MORRISON, 2009 Rodeson Mathematics.	1911
BLANCHE A. VERDER, 188 Hanover History,	1911
ALICE C. LANGFORD, Temporary Substitute, 139 High Latin and History.	1911
ANSEL S. RICHARDS, 618 Robeson. English,	1911
MABELLE E. DAVIS, Temporary Substitute, 1257 Robeson English.	1911
CLINTON B. WILBUR, Somerset, Greek and Latin.	1912
ALEXANDER L. QUINN, 46 Forest English and History.	1912
HELEN ALLEN, 118 Lincoln Avenue Assistant, Chemistry and Physics.	1912
J. EDWARD GOSS, 42 Summerfield. Mechanics and Drawing.	1913
ERNEST COBB, Tiverton, R. I. English.	1912
FREDERICK W. HARRISON, 678 Hanover. Military Drill.	1910
SAMUEL N. F. SANFORD, 74 Ridge. Secretary and Librarian.	1906
C. FREDERIC WELLINGTON, Swansea. Assistant Secretary and Librarian.	1912

NORMAL TRAINING SCHOOL.

WILLIAM S. GREENE SCHOOL BUILDING.

Ten Rooms and Hall.

Cambridge Street, Corner of Lapham Street.

		Date
Anna W. Braley, Principal,	65 School	1896
Ruth Negus, Vice-Principal	186 Maple.	1882
Winifred F. Chase, Instructor	22 Prospect	1907
Mabel L. Stuart, Instructor,	45 Ridge	1896
		Grade.
Julia A. McMahon, Prin. Asst.	662 Prospect	IX 1890
Cecilia M. Doran,	196 Jencks,	VIII 1903
Emily L. Clegg,	171 Warren	VII 1904
Jeannette Swindells,	830 Davol	VI 1906
Maude A. Hathaway,	49 Stafford Road	V 1906
Gertrude M. Hurley,	90 Stanley	IV 1906
Maude L. Sampson,	101 Winter	IV, III 1904
Delia I. Hassett,	533 Middle	II 1892
Margaret G. Lynch,	1098 Bedford	I 1906

KINDERGARTEN.

Maude E. Buffinton, Principal	180 Belmont	1896
Ethel M. Griffiths, Assistant	806 President Avenue	1909

SENIOR CLASS.

Alice C. Arnold,	154 Swindells
Lucy M. Casey,	825 Plymouth Ave.
Hazel M. Fish,	431 Whipple
Katherine A. Harrington,	166 Whipple
Genevieve M. Hayden,	457 Linden
Theresa E. Heffernan,	289 Warren
Mary E. G. Hobbs	400 Snell
Letitia M. Kearns,	466 Prospect
Anna M. Kenneally,	163 Osborn
Mary McKenney,	545 South Main
Jennie Miller,	137 Barnaby
Elladore F. O'Neil,	293 Linden
Ella D. Swords,	607 Walnut
Sarah A. Whipp,	97 Whipple

JUNIOR CLASS.

Rose B. Bergerou,	1447 North Main
Anna M. Blake,	25 Manton
Annie C. K. Brady	581 Division
Ellen A. Byard,	1913 Highland Ave.

Margaret M. Campbell,	661 Second
Letitia J. E. Carr	555 Middle
Lillian J. I. Casey,	256 Second
Eunice H. Cross,	784 Second
Hattie H. Crossley,	1574 North Main
Mary A. V. Diskin,	77 Conant
Margaret M. W. Donovan,	491 Linden
Mabel E. Feinberg,	201 Whipple
Annie H. Feitelberg,	1042 Plymouth Ave.
Ethel Harrington,	92 Park
Lea M. Jackson,	34 Oak
Mary A. Leary,	202 Barlow
Sophie F. Loeff,	396 Ridge
Mary C. Kilroy,	53 Whipple
Katherine King,	40 Vestal
Winifred M. Magill,	211 Buffinton
Margaret M. V. Mahoney	449 Prospect
Nettie V. McDermott,	201 Durfee
Loretta P. McDonough	148 Oliver
Nettie Norsworthy	77 Tremont
Josephine M. O'Neil.	514 Bradford Ave.
Florence I. Sanford,	435 Beach
Alice Smith,	49 Langley
Anna E. Sutlivan,	46 Oliver
Jennie H. Sullivan	30 Bogle
Jennie E. Swords,	697 Walnut
Marianna S. Touhey,	50 Cottage
Lillian Turner	122 Leonard
Margaret E. Wallace	45 Van Buren

GRAMMAR SCHOOLS.

BORDEN SCHOOL.

Twelve Rooms.

Rock Street Between Brownell Street and President Avenue.

		Grade Date
Charles E. Reed, Principal,	708 Pearce	IX 1896
Anna E. Shay, Principal's Asst.,	403 Madison	IX 1901
Eliza E. Keeher,	44 Mt. Pleasant	VIII 1897
Mary J. Bean,	291 Maple	VII 1892
Jessie L. Foster,	326 Bank	VII 1887
Jennie A. Weather,	62 Barnaby	VI, V 1895

Ella LeBeau,	396 Madison	VI 1892
Lillian Ferguson, Substitute,	South Somerset	VI 1909
Catherine Kerrigan,	290 Cory	VI 1894
Ida A. LeBoeuf,	354 Hood	VI 1908
Lydia M. Smith,	641 Hanover	V 1896
Isabel Ashley,	3159 North Main	V 1899
Mary V. McCarty,	163 Grove	IV 1906
Sara H. French,	318 Prospect	IV 1898

BRAYTON AVENUE SCHOOL.
Eight Rooms and Hall.

Brayton Avenue, Between Baker and Smith Streets.

		Grade Date
Lottie V. Grush, Principal,	506 Prospect	VII 1898
Ellen F. Dillon, Prin. Asst.,	131 Foster	VII 1903
Elizabeth C. Leary,	134 Freedom	VI 1905
Elizabeth J. Leary,	76 Cottage	V 1906
Lillian L. Harvey,	66 Garfield	V 1907
Alice G. Stanton,	300 Buffinton	IV 1904
Elizabeth V. Coyle,	786 Locust	III 1907
Gertrude M. Sullivan,	188 Cottage	II 1904
Bertha M. Damon,	46 Richmond	I 1899

DAVENPORT SCHOOL.
Eighteen Rooms.

Branch Street, Between Fourth and Fifth Streets.

		Grade Date
Charles J. McCreery, Principal,	900 Plymouth Ave.	IX 1887
Lizzie Bowers, Prin. Assistant,	344 Bank	IX 1889
Katherine L. McDonough,	Warren, R. I.	IX 1898
Annie F. Grinnell,	Tiverton, R. I.	VIII 1892
Melissa J. Macomber,	25 Rodman	VIII 1880
Ethel W. Durfee,	63 Rodman	VII 1903
Catherine A. Barrington,	518 Division	VII 1906
Annie F. McNeruey,	416 Whipple	VI 1903
Elizabeth G. McDermott,	943 South Main	VI 1891
Sadie L. Kerrigan,	290 Cory	VI 1899
Mary J. Quinn,	145 Tremont	V 1907
Ella F. Hill,	34 Linden	V 1907
Elizabeth F. Shea,	553 Second	IV 1908
Mary G. Dunn,	474 Second	IV, III 1908
Dora E. Thomas,	246 Ridge	III 1897
Margaret A. Flanagan,	30 Morgan	III, II 1899
Ada R. Hambly,	15 Hambly	II 1884
Ada E. Ochampaugh,	75 Kellogg	I 1900
Mary E. V. Corcoran,	238 North Main	I 1892

DAVIS SCHOOL.

Twelve Rooms.

Quequechan Street, Between County and Pleasant Streets.

		Grade Date
Norman S. Easton, Principal,	458 High	IX 1896
Alice D. Almy, Prin. Assist,	579 North Main	IX 1874
Annie Ashton,	34 Ashton	VIII 1872
Elizabeth G. O'Neil,	Pottersville	VIII,VII 1899
Susan A. Crapo,	241 Pine	VII 1871
Lucy S. Macomber	North Westport	VII 1878
Harriet A. Palmer,	31 Highland Place	VII 1888
S. Adelaide Warfield,	595 Pine	VII 1873
Celia M. Warfield,	595 Pine	VI 1873
Mary E. Ravenscroft,	43 Tecumseh	V 1901
Margaret I. Connell,	78 Covell	IN 1903
Mary F. Garity,	49 Lyon	III,II 1898
Annie M. Kennedy,	900 Stafford Road	I 1904

FOWLER SCHOOL.

Eight Rooms.

Sprague Street, Corner of Beach Street.

		Grade Date
Candace Cook, Principal,	498 June	IX,VIII 1872
Mabelle E. Ramsay, Prin. Asst.,	236 Grove	IX,NIII 1900
Elizabeth T. Higney,	290 Cory	VIII,VII 1891
Stella H. Baylies,	80 Hanover	VI 1910
Elizabeth O'Loughlin,	106 Jones	VI,V 1900
Helen I. McAdams,	35 Pine	IV 1907
Mary K. Bullock,	508 Centre	III 1893
Eva M. V. Morriss,	565 Broadway	II 1905
Grace L. Redfern,	306 Bank	I 1896

GEORGE B. STONE SCHOOL.

Eight Rooms..

Globe Street, near Garfield Street.

		Grade Date
Benjamin Cook, Principal,	257 French	IX,VIII 1901
Susan M. Wolfendale, Prin. Asst.,	1146 Stafford Rd.	IX,VIII 1881
Mary E. G. Leat,	683 Second	VIII,VII 1890
Helena F. Carroll,	256 Whipple	VI,IVI 1896
Elizabeth S. Frank,	928 Middle	VI 1891
Macie E. Grinnell,	1220 Globe	V,VI 1891
Annie C. Coombs,	75 Grinnell	V,VI 1884
Mary B. Connors,	68 Manton	IV,III 1903
M. Alice Clarke	98 Stafford Road	II,I 1904

HARRIET T. HEALY SCHOOL.

Eight Rooms.

Hicks Street, Opposite Lester Street.

		Grade Date
Mary A. McCreery, Principal,	1973 South Main	VI 1881
Maud A. Ferguson, Prin. Assist,	Rear 3775 North Main	VI 1902
Leah Sorel	352 State Ave.	VI,V 1902
Eliza J. Robertson,	83 Cottage	V 1888
Mary V. Cummings,	631 Middle	IV 1906
Annie C. Kay	47 Kay	III 1886
Lizzie T. Gray	Tiverton, R. I.	III,II 1895
L'zzie A. McCarthy,	517 Fourth	II,I 1903
Gertrude A. McElvie	Tiverton, R. I.	I 1899

HIGHLAND SCHOOL.

Seven Rooms and Hall.

Robeson Street, Corner of Stanley Street.

		Grade Date
Genevieve H. Bliss, Principal,	South Swansea	IX, 1890
Lydia E. Palmer, Prin. Assist.,	31 Highland Place	IX, 1890
Mary M. Dunn,	815 Walnut	VIII 1901
Ina M. Davis	1257 Robeson	VII 1893
Nina B. Nuttall, Substitute,	297 Barnaby	VII 1908
Marguerite T. Smyth,	681 Prospect	VI 1903
Sarah E. Borden,	724 Maple	V 1898
Ethel I. Lake	501 Pine	IV,III 1896
Anna R. Macomber	1126 Meridian	II,I 1902

JOHN J. McDONOUGH SCHOOL.

Twelve Rooms and Hall.

Fountain Street, Corner of William Street.

		Grade Date
Harry Smalley, Principal,	611 June	IX,VIII 1907
Alice M. Pash, Prin. Assistant,	549 Osborn	IX,VIII 1894
Lottie W. Wainwright, Substitute,	533 Broadway	IX,VIII 1909
Annie M. Borden,	202 Third	VIII 1880
Mary M. Draper,	627 Prospect	VII 1896
Helen B. Stirling	71 Oliver	VII 1897
Ellen L. McCann,	404 Bradford Ave.	VI 1891
Margaret G. Morris,	565 Broadway	VI 1901
Elizabeth C. Shay,	403 Madison	VI 1908
Mary A. Carpenter,	269 Locust	V 1880
Gertrude V. Augustus,	132 Brown	V 1909
Mary E. Carey,	791 Rodman	V 1909
Sarah E. Smith,	50 Bradford Ave.	V 1883

COOKING.

		Grade Date
Willis B. Lake,	491 Hood	IX, VIII, VII 1911

KINDERGARTEN.

Caroline L. Gee, Principal,	188 Hanover	1893
Harriet E. Graves, Assistant,	186 Maple	1907

VOCATIONAL CLASS.

Frederick H. Rundall,	56 School	1912
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LINCOLN SCHOOL.

Twelve Rooms and Hall.

High Street, corner of Pine Street.

		Grade Date
George H. Sweet, Principal,	92 Winter	IX 1898
Hattie R. Lawton, Prin. Assist,	836 New Boston Road	IX 1898
Mary L. Ryder,	137 Cherry	VIII 1877
Maria L. Buffinton,	96 French	VII 1888
Anna M. Hanrahan,	96 Ballard	VII 1903
Mary E. Thompson,	431 Prospect	VI 1886
Emma F. Barker,	309 Grove	VI 1872
Letitia M. Oliver	36 Buffinton	VI 1906
Martha A. Valentine,	273 Winter	V 1903
Annie L. C. Robertson,	601 Pine	IV 1879
Lizzie H. Simmons,	80 Hanover	III, II 1875
A. Annette Williams,	590 Locust	I 1892

LOWER NEW BOSTON SCHOOL.

Two Rooms.

New Boston Road, Near Phillips Street.

		Grade Date
Bertha E. Williston, Principal,	47 Massasoit	VII, VII, V 1909
Venesia A. Clorite,	120 Park	IV, III, II, I 1908

NATHANIEL B. BORDEN SCHOOL,

Twelve Rooms.

Morgan Street, Between Ridge and Whipple Streets.

		Grade Date
Arthur B. Higney, Principal,	290 Cory	IX 1902
Maybel M. Manning, Prin. Asst,	693 Middle	IX 1901
Helen M. Leary,	76 Cottage	VIII 1900
Martha D. Peters,	256 Maple	VII 1897
Sallie A. Field,	451 Pine	VII 1899
Elizabeth V. Swords,	697 Walnut	VI 1905
Roberta A. Stirling,	71 Oliver	VI 1901

Louisa A. Power,	575 William	V 1909
Mary E. Sheahan, Substitute,	566 Osborn	IV 1899
Lucy H. Robertson,	83 Cottage	III 1899
Mary E. Hill,	34 Linden	II 1900
E. Leonora Cuttle,	531 South Main	I 1897
Anna M. Boyce,	825 Second (Special Class)	1894

SAMUEL WATSON SCHOOL.

Ten Rooms and Hall.

Eastern Avenue, Opposite Marchand Street.

		Grade Date
John E. Robinson, Principal,	220 Osborn	IX, VIII 1911
Annie E. Moore, Prin. Asst.	147 Elm	IX, VIII 1891
Mary D. Sullivan,	162 Flint	VII 1904
Mary L. V. Harrington,	97 Elm	VI 1907
Agnes C. V. Downs,	455 Coggeshall	VI, V 1908
Anna V. McCooe,	589 Second	V 1908
Matilda A. Chace,	406 Durfee	IV 1903
Alice A. Walsh,	84 Quequechan	III 1904
Agnes T. France,	28 Thomas	II 1908
Susan O. Finnegan,	1113 Bedford	I 1908
Gertrude G. Sullivan,	816 Davol	I 1908
Elizabeth A. Leary,	202 Barlow (Special Class)	1909

SLADE SCHOOL.

Twelve Rooms.

South Main Street, Corner of Slade Street.

		Grade Date
Margaret J. Bury, Principal,	57 Ridge	IX 1871
Bertha E. Fogwell, Prin. Asst.	239 Warren	IX 1902
M. Alice Frady,	101 Rock	VIII 1894
Evelyn E. Albro,	175 Barnaby	VII 1873
Ann L. Collins,	793 Broadway	VII 1906
Laura Hennessey,	175 Franklin	VI 1899
Annie F. Leary,	134 Freedom	VI, V 1893
Rachel B. Cluny,	51 Morse Place	V 1906
Bertha E. Kay,	47 Kay	IV 1891
Cora F. Hacking,	Pottersville	IV, III 1891
Mary V. Lowney,	755 Plymouth Ave.	III, II 1896
Hannah C. Kelly,	115 Orange	II, I 1908
Sarah J. Cunneen, Substitute,	32 Freedom	I 1879

WESTALL SCHOOL.

Twelve Rooms and Hall.

Maple Street, Between School and June Streets.

		Grade	Date
John R. Ferguson, Principal,	225 Madison	IX	1895
Katharine C.V. Sullivan, Prin. Asst.	48 Almy	IX	1900
Joanna E. Sullivan,	309 Linden	VIII	1898
Mabel Harlow,	266 Pine	VIII, VII	1905
Fanny H. Learned,	301 High	VII	1904
Harriet B. Silvia,	94 Underwood	VII, VI	1899
Sarah B. Sampson,	101 Winter	VI	1901
Mary E. Young,	127 Ward	V, VI	1899
Ida M. Wild,	28 Chaloner	V	1903
Josephine Chace,	94 Lincoln Ave.	V, IV	1903
Mary R. Shay,	62 St. James	IV	1905
Rebecca A. Gifford, Substitute	627 Maple	III	1905
Jessie W. Golden,	279 Grove	II, I	1897

WILLIAM J. WILEY SCHOOL.

Nine Rooms and Hall.

(Partially Occupied.)

North Main Street, Corner of Canedy Street.

		Grade	Date
William T. Collins, Principal,	631 Tower	IX, VIII	1910
Agnes G. McNally, Prin. Asst	629 Highland Ave.	IX, VIII	1907
Lillian G. M. Dowd,	127 Pearce	VII	1902
Stella M. Connor,	3820 North Main	VI	1908
Mabel E. Harris,	807 Plymouth Ave.	V	1899
Theresa A. Coyle,	293 Linden	V, IV	1906
Amy L. Hawkins,	663 June	III	1911
Rebecca Cook,	506 North Main	II	1902
Susan E. Bliffins,	3024 North Main	I	1890

PRIMARY SCHOOLS.

BORDER CITY SCHOOL.

Seven Rooms.

North Main Street, Between North Main and Crescent Streets.

		Grade	Date
Sarah M. Hambly, Principal,	4380 North Main	IV	1870
Julia S. Lothrop,	3320 North Main	III	1885
Ruth E. Brown,	3320 North Main	II	1892
Rosa M. Dowd,	127 Pearce	II	1894
Mary A. Slade,	54 School	I	1900
Annie E. Malady,	522 Bradford Ave. (Spec. Cl.)		1909

KINDERGARTEN.

Sarah A. Thackeray, Principal,	1331 Davol	1897
Elizabeth S. Remington, Asst.	285 Grove	1897

BOWEN STREET SCHOOL.

Two Rooms.

Bowen Street, Between Globe and Slade Streets.

		Grade Date
Amy A. Chace, Principal,	116 Globe	V,IV,III 1893
Loretta F. Kennedy,	900 Stafford Road	II,I 1908

BROADWAY SCHOOL.

Four Rooms.

Division Street, Corner of Broadway.

		Grade. Date
Emma J. Enwright, Principal,	123 Ridge	IV,III 1883
Mary G. Moran,	63 Cottage	III 1900
Elizabeth B. M. Fahey,	409 Middle	II 1884
Elsie F. Stuart,	45 Ridge	I 1899

BROWN SCHOOL.

Six Rooms.

Bedford Street, Opposite Varley Street

		Grade Date
Frances O. Grinnell, Principal,	378 South Main	V 1871
Alma S. Bennett, Prin. Asst.	61 Bright	V 1903
Louise A. Manning,	198 Linden	IV 1906
Katherine A. Burke	591 Fourth	III 1897
Mary A. Nannery,	222 Linden	III,II 1906
Ada B. Skelton,	708 Walnut	II,I 1896
Cassie L. Gold,	601 Locust	I 1893

BROWNELL STREET SCHOOL.

Four Rooms.

Brownell Street, Corner of Rock Street.

		Grade Date
Susan P. Collins, Principal,	306 Bank	IV,III 1884
Elizabeth C. Finneran, Substitute	484 Linden	III,II 1891
Margaret L. Dunn,	815 Walnut	II,I 1906
Rachel Jones,	96 Taylor	I 1909

BUFFINTON STREET SCHOOL.

Four Rooms.

Buffinton Street, Corner of Terrace Street.

		Grade Date
Nancy Kershaw, Principal,	2759 North Main	III 1874
Kate A. Callahan,	908 Plymouth Ave.	II 1889
Elizabeth G. Finneran,	92 Dover	II,I 1904
Minnie L. Doe,	162 Winter	I 1881

CAMBRIDGE STREET SCHOOL.

Four Rooms.

Cambridge Street, Between Stafford Road and Coral Street.

		Grade Date
Julia V. Brennan, Principal,	288 Second	IV 1889
Jennie E. Freeborn,	28 Prospect Place	III 1882
Annie L. Kelley,	46 Madison	II 1894
Iva L. Brightman,	76 Warren	I 1906

CHACE SCHOOL.

Four Rooms.

Rodman Street, Between Warren and Somerset Streets.

		Grade Date
Luella J. Manchester, Principal,	131 Warren	III 1887
Rose C. Garity,	49 Lyon	II 1906
Helena M. Murphy,	1455 Robeson	I 1902
Mary N. Curran,	111 Warren	I 1903

COLUMBIA STREET SCHOOL.

Four Rooms.

Columbia Street, Corner of Fountain Street.

		Grade Date
Mary A. Tower, Principal,	107 Winter	III 1889
Mary A. Keyes,	574 William	II 1889
Rosella G. Moran,	56 Winter	I 1897
Annie C. Tracy,	325 Columbia	I 1904

COUGHLIN SCHOOL.

Eight Rooms.

Pleasant Street, Opposite Swindells Street.

		Grade Date
Isabel J. Fraser, Principal,	533 Hanover	V 1879
Annie G. Sullivan, Prin. Asst.	391 Whipple	V 1899
Delia M. Manchester,	189 Franklin	V,IV 1894
Martha E. Wood, Substitute,	719 Broadway	VIV 1909
Kathryn A. Reilly,	713 Walnut	IV 1904
Margaret E. Taylor,	624 Eastern Ave.	III 1893
Margaret J. Regan,	27 Weybosset	III II 1896
Eva M. King,	155 Grant	II 1903
Florence M. Crapo,	360 Durfee	II,I 1905
Margaret G. Mooney,	261 Spring	I 1906

COVEL STREET SCHOOL.

Four Rooms.

Covel Street, Corner of Donnelly Street.

		Grade Date
Julia A. Lynch, Principal,	309 Linden	III 1884

Katharine S. Fennelly,	Pottersville	III,II 1902
Emma C. Quinn,	606 Highland Ave.	II,I 1898
Flora E. Mosher,	770 Locust	I 1893

DANFORTH STREET SCHOOL.

Four Rooms.

Danforth Street, Between Walnut and Locust Streets.

		Grade Date
Isabel L. Connell, Principal,	200 South Beacon	V,IV 1884
Barbara G. Thompson,	431 Prospect	III 1879
Leonora A. Read,	241 Pine	II 1881
Elizabeth C. Sullivan, Substitute,	95 Cottage	II 1908
Adeline Hammond,	252 Highland Ave.	I 1883
Emma C. Shay, Substitute,	403 Madison	I 1909

DAVIS SCHOOL.

Eight Rooms.

Flint Street, Between Canonicus and Pleasant Streets.

		Grade Date
Katherine M.E. Hurley, Principal,	1335 Robeson	V 1878
Maud A. Matthews, Prin. Asst.	540 Robeson	V 1902
Mabel H. Little,	142 Elm	IV 1907
Mary T. Burns,	45 Thompson	IV 1906
Katherine Scanlan,	93 Pine	III 1903
Martha R. Phillips,	289 Belmont	III,II 1904
Ella L. Dodge,	350 Prospect	II 1892
Carrie B. Dinchart,	485 North Main.	I 1897
Helen V. Hurley,	606 Second	I 1903

EASTERN AVENUE SCHOOL.

Four Rooms.

Eastern Avenue, Between Barre and Gagnon Streets.

		Grade Date
Margaret J. Thompson, Principal,	431 Prospect	IV 1881
Sarah M. Manchester,	326 Bank	III,II 1881
Mary M. Babcock,	506 Prospect	II 1893
Annie W. C. Wyatt,	214 Third	I 1898

FERRY LANE SCHOOL.

Four Rooms.

North Main Street, Opposite Narragansett Street.

		Grade Date
Elizabeth A. Kelly, Principal,	92 Park	IV 1886
Mary W. Borden,	764 Davol	IV,III 1901
Alice E. Burns,	45 Thompson	II,I 1901
Flora P. McKenney,	883 Plymouth Ave.	

FULTON STREET SCHOOL.

Four Rooms.

Fulton Street, Between Wellington and Essex Streets.

		Grade Date
Beulah V. Collins, Principal,	186 Maple	III 1881
Hannah E. Connolly,	123 Lindsey	II 1908
Mary G. Sheedy,	1336 North Main	I 1900
Mary C. O'Neil,	Pottersville	I 1902

HUGO A. DUBUQUE SCHOOL.

Eight Rooms.

(Partially Occupied.)

Oak Grove Avenue, Corner Locust Street-

		Grade Date
Catherine Desmond, Principal,	567 Robeson	V 1880
Julia E. Harrington,	52 Covel	IV 1905
Elizabeth Smith.	57 Arizona	III 1907
Ethel M. Simpson,	29 Shawmut	II 1906
Corella McKenna,	57 Hanover	I 1907
Ellen F. Quirk,	73 Pine, (Special Class)	1909

JAMES M. ALDRICH SCHOOL

Eight Rooms.

Harrison Street, Between Pleasant and Alden Streets.

		Grade Date
Delia A. Corbett, Principal,	3 Hambly	V 1883
Abbie F. Meeson, Prin. Asst.	366 Bank	V 1894
Lillian W. Smith,	103 Oak	V 1894
Minnie F. Colbert, Substitute.	411 South Beach	IV 1893
Addie E. Coggeshall,	37 Stafford Road	III 1894
Helen E. McWilliam,	857 Second	III, II 1903
Elizabeth A. Regan,	27 Weybosset	II 1896
Helen A. Mello,	31 Hart	I 1908
Elizabeth C. Ryan,	198 Hanover	I 1905
Elizabeth G. Sullivan,	48 Almy	I 1903

LAUREL LAKE SCHOOL.

Four Rooms.

Laurel Street, Corner of Aetna Street.

		Grade Date
Julia A. Harrington, Principal.	706 Broadway	V, IV 1891
Sarah E. Jackson, Prin. Asst.	341 Washington	V, IV 1909
Mary E. McDermott,	943 South Main	III, II 1901
Teresa A. Shea,	30 Richmond	II, I 1907
Mary J. Higgins,	702 King Philip	II, I 1909

LINDEN STREET SCHOOL.

Four Rooms.

Linden Street, Corner of Locust Street.

		Grade Date
Ellen L. Carter, Principal,	804 President Ave.	III 1880
Mary W. Hart,	193 Winter	III,II 1896
Sara K. Jones,	Warren, R. I.	II,I 1896
Mary E. Dwyer,	400 Bedford	I 1890

LINDSEY STREET SCHOOL.

Four Rooms.

Lindsey Street, Corner of George Street.

		Grade Date
Louise Remington, Principal,	285 Grove	III 1887
Cora B. Terry,	344 Highland Ave.	II 1896
Susan Thackeray,	1331 Davol	II,I 1892
Grace B. Dearden, Substitute,	75 Hathaway	I, 1908

MOUNT HOPE AVENUE SCHOOL.

Four Rooms.

Mount Hope Avenue, Near South Main Street.

		Grade Date
Isadore M.F. Hathaway, Principal,	49 Stafford Road	IV 1893
Jennie F. Field,	25 Lester	III 1904
Margaret J. A. Sullivan,	668 Third	1893
Ada D. McGraw,	56 Tecumseh	I 1903

OSBORN STREET SCHOOL.

Eight Rooms.

Osborn Street, West of South Main Street.

		Grade Date
Rose L. Vallee, Principal,	529 Middle	V 1900
Mary C. O'Brien, Prin. Asst.	34 Forest	V 1906
Mary E. Holt,	41 Foster	V,IV 1906
Mary H. W. Crosson,	273 Sprague	IV 1906
Sarah C. Marnoch,	379 Jefferson	III 1907
Margaret E. Shea,	20 Freedom	III,II 1906
Cornelia C. Mackie,	341 Ridge	II,I 1907
Annie L. O'Donnell,	416 Whipple	I 1906
Elena J. Frank,	928 Middle	I 1889

PINE STREET SCHOOL.

Six Rooms.

Pine Street. Between Tremont and Orange Streets.

		Grade Date
Estelle W. Essex, Principal,	16 Old Colony	IV 1884
Mary E. McDonald, Substitute, Principal's Assistant,	642 Maple	V 1909

Lavina B. Malcom,	133 Linden	III 1881
Mabel H. Remington,	285 Grove	III, II 1886
Annie B. W. Munroe,	289 Pine	II 1888
Catherine C. Kelly,	168 Linden	I 1887
Margaret H. Murphy,	309 Hanover	I 1900

PLEASANT STREET SCHOOL.

Four Rooms.

Pleasant Street, Corner of Eastern Avenue.

		Grade Date
Mary C. Roche, Principal,	512 Cherry	III, II 1891
Hazel J. Tower,	107 Winter	II 1906
Mary Alcock,	588 June	I 1900
Mabel Ferguson,	111 Rodman (Special Class)	1911

KINDERGARTEN.

Mabel A. Robertson, Principal,	153 Belmont	1894
Anna G. McNally, Assistant,	629 Highland Ave	1906

ROBESON SCHOOL.

Twelve Rooms.

Columbia Street, Corner of Hunter.

		Grade Date
Jerome P. Fogwell, Principal,	239 Warren	IV 1912
Margaret F. Lenaghan, Prin. Asst.,	178 Bradford Ave.	IV 1902
Luella A. P. Cuttle,	531 South Main	IV 1907
Katherine A. O'Neil,	514 Bradford Ave.	IV 1907
B. Agnes Dwyer,	400 Bedford	IV 1903
Harriet G. Winslow,	3302 North Main	III 1871
Margaret T. Daley,	370 Ridge	III 1910
Rose B. McHugh,	57 Whipple	III, II 1884
Marion E. Jordan,	101 Rock	II 1905
Louise S. Macomber,	671 Maple	II 1893
Margueritha E. Frank,	928 Middle	I 1884
Frances J. McDermott,	943 South Main	I 1894
Irene F. Stratton,	419 South Beach	I 1909

RUGGLES SCHOOL.

Eight Rooms.

Pine Street, Corner of Seabury Street.

		Grade Date
Emily C. Lewin, Principal,	94 Cherry	V 1883
Mary E. Crawford, Prin. Asst.	984 High	V 1897
Mary E. Shay,	403 Madison	IV 1902
Jennie H. Brown,	209 Locust	IV 1881
Mary A. Hathaway,	312 Columbia	III 1870

Margaret V. Mahoney,	34 Malvey	IV, V 1897
Teresa Ryan,	198 Hanover	V 1901
Ida G. Howard,	503 Linden	I 1883
Cora L. Wilde,	288 Madison	I 1904

SAMUEL LONGFELLOW SCHOOL.

Eight Rooms.

William Street, Corner of Beach Street.

		Grade Date
Mary S. Connell, Principal,	290 Beacon	V 1890
Mary J. O'Neil, Prin. Asst.	514 Bradford Ave.	V 1904
Agnes M. Malcolm,	120 Locust	IV 1908
Edna Dubois,	4 Oliver	IV, III 1895
Mary Sullivan, Substitute,	210 Lawrence	III 1912
Catharina A. Silvia,	539 Division	II 1899
Marcella D. Stirling,	71 Oliver	II 1899
Mary E. Ryder,	Rear 521 Division	I 1898
Lena M. Davis,	35 Forest	I 1909

STEEP BROOK SCHOOL.

Two Rooms.

(Partially Occupied.)

North Main Street, Opposite Ashley Street.

		Grade Date
Sarah E. Childs, Principal,	2951 North Main	III, II I 1908

TUCKER STREET SCHOOL.

Four Rooms.

Tucker Street, Corner of Lamphor Street.

		Grade Date
Cora C. Sherman, Principal,	34 Barnaby	V 1889
Edith E. Chace,	406 Durfee	IV, III 1903
Harriet A. Bowen,	175 Franklin	III, II 1893
Florence G. Mercer,	581 Osborn	I 1908

WILLIAM CONNELL SCHOOL.

Eight Rooms..

Plymouth Avenue, Between Dover and Tecumseh Streets.

		Grade Date
Margaret E. Brennan, Principal,	288 Second	V 1876
Ethel de C. Cuttle, Prin. Asst.	531 South Main	V 1904
Katherine F. McCann,	575 William	V 1887
Florence M. Paquin,	331 Middle	IV 1907
Irene C. Wilde,	288 Madison	IV 1905
Nellie G. Bronson,	145 Grove	III 1882
Mary L. Creigh,	388 Bradford Ave.	III, II 1906
Annie M. Smith,	641 Hanover	II, I 1890
Anna V. Dillon,	131 Foster	I 1892

SUBURBAN SCHOOLS.

COPICUT SCHOOL.

One Room.

Copicut Road, Near Yellow Hill Road.

Frederick S. Brownell, Sub. Prin., North Westport	Date 1911
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NORTH FALL RIVER SCHOOL.

One Room.

North of Steep Brook.

Joseph E. Shelley, Sub. Prin., 604 Meridan	Date 1912
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UPPER NEW BOSTON SCHOOL.

One Room.

Meridian Street.

A. Louise Allen, Principal, 190 Ridge	Date 1909
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WATUPPA SCHOOL.

One Room.

Blossom Road.

Annette E. Pettey, Principal, 235 Blossom Road	Date 1892
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SUPERVISORS.

Walter J. Titcomb, Music, 250 Cherry	Date 1889
William E. Braley, Drawing, 910 Robeson	1902
Margaret T. Hurley, Reading, 1335 Robeson	1888
Alice M. Russell, Sewing, 18 Hillside	1896

SEWING DEPARTMENT.

Alice M. Russell, Supervisor, 18 Hillside	Date 1896
Annie Clarkson, 539 Division	1897
Josephine S. Louette, 143 Fourth	1901
Agnes V. McKenna, 57 Hanover	1906
Mary J. Quinn, 49 Forest	1907
Mary F. Sullivan, 183 Hunter	1912

CLERKS.

Sarah J. Connell, First Clerk, 452 South Main
Florence E. Chase, Stenographer, 126 Danforth
Harry W. Boyer, Supply Clerk, 35 Kilburn

 TRUANT OFFICERS.

		Date
Isaiah Lord,	84 Horton	1891
Frank M. Milne,	153 Fourth	1906
William Stewart,	915 Rock	1907
James D. Murphy,	73 Pearl	1909
Henry Wade,	112 Hanover	1909
John F. Murphy,	285 Whipple	1909

UNASSIGNED LIST.

Teachers whose names are on this list are employed as substitutes or as assistants, when occasions require

Lucie L. Adam,	200 Ridge
Mona P. Anderson,	921 North Main
M. Grace Arnzen,	30 Coral
Mary E. E. Bailey,	153 Hunter
Mary J. S. Bates,	171 Winthrop
Harriet P. Bennett,	693 Walnut
M. Ella Berry,	137 Cherry
Theresa A. Bolen,	463 Linden
Helena C. Brady,	342 Pearce
Hattie M. Brown,	Swansea
Lois M. Brown,	268 Locust
Bessie F. Brownell,	1025 Rock
Sarah E. Brownell,	1025 Rock
Elizabeth C. Butterworth,	201 Harrison
Mary M. Campbell,	394 Anawan
M. Genevra Carr,	431 South Main
Bessie F. Carroll,	522 Bradford Avenue
Caroline M. Church,	568 Pine
Lucy M. Church,	Tiverton, R. I.
Margaret A. Clarke,	570 William
Margaret M. Clarkson,	912 Plymouth Avenue
May M. Coffey,	672 Second
Minnie F. Colbert,	411 South Beach
Olga T. Connolly,	15 Branch
Hannah G. Counors,	364 Linden
Mary E. V. Connors,	914 Rock
Mary T. Conroy,	64 Johnson
Mary E. Cooney,	193 Snell
Mary M. Coyle,	293 Linden
Agnes D. Crawford,	984 High

Ruth F. Crawford,	493 North Belmont
Anna A. Cummings,	631 Middle
Esther D. Cunningham,	306 Hamlet
Sarah Cunningham,	New Bedford
A. Gertrude Daley,	182 Whipple
Loreto B. Daley,	370 Ridge
Mabelle E. Davis,	1257 Robeson
Grace B. Dearden,	75 Hathaway
Mary I. Dillon,	1849 North Main
Ellen B. C. Dolan,	548 South Main
Thomas A. Dolan,	548 South Main
Leonora A. Donovan,	491 Linden
Florence L. Durfee,	578 Osborn
Marion Enwright,	123 Ridge
Judith F. Farrell,	889 Rodman
Lillian Ferguson,	South Somerset
Mabel Ferguson,	111 Rodman
Wilhelmina L. Fitzler,	Tiverton, R. I.
Ethel S. French,	164 Cherry
Mary Chace Gifford,	627 Maple
Gertrude M. Graham,	382 Tecumseh
Evelyn H. Grinnell,	Tiverton, R. I.
Eva F. Hale,	520 June
Grace M. Hanrahan,	988 Stafford Road.
Anna T. Harrington,	Somerset
Mildred G. Harrington,	92 Park
Romaine B. Harris,	472 June
Bessie B. Harrison,	1236 High
Edith M. Harrison,	1236 High
Alida F. Hart,	988 Stafford Road
Elizabeth G. Hart,	988 Stafford Road
Gertrude M. Hart,	25 Albion
Sarah C. Harticon	300 Linden
Margaret M. Hayden,	457 Linden
Susan A. Hays,	461 Highland Avenue
Margaret Heatley,	371 Hanover
Helen C. Hinchey,	514 Bradford Avenue
Sadie V. Homer,	124 Barnaby
Angela G. Honan,	424 Division
M. H. Eloise Hooper,	350 North Main
Marion B. Johnson,	522 North Main
Isabelle Jones,	96 Taylor
Florence M. Kennedy,	366 Whipple
Alice G. Langford,	35 Ridge

Anna E. Leary,	702 Locust
Elizabeth A. Leary,	202 Barlow
Mary Lee,	32 Weetamoe
Elsie G. Leeming,	326 Bank
Evelyn V. Lenehan,	683 Second
Annie A. Lyman,	164 Hanover
Mary G. Mahoney	347 Whipple
Annie E. Malady,	522 Bradford Avenue
Myra L. Manchester,	Tiverton, R. I.
B. Irene Mathewson,	391 Middle
Gertrude M. Mathewson,	391 Middle
Timothy McCarthy,	830 Locust
Anna G. McCarty,	163 Grove
Mary F. McDermott,	50 Stetson
Cora A. McGowan,	Swansea
Arthur L. McGrath,	30 Thompson
Genevieve B. McKenna,	57 Hanover
Lena E. McMahon,	446 Whipple
Ellen T. McMullen,	16 Almy
Agnes K. McNerney,	1010 Middle
Marian G. Milne,	263 Pine
Gertrude H. Mulveny,	997 North Main
Anna E. F. Murphy,	285 Fountain
Anna G. Murphy,	579 Durfee
Esther J. Murphy,	690 South Main
Margaret C. Murphy,	690 South Main
Mary E. Murphy,	127 Cambridge
Ruth C. Murray,	1051 Stafford Road
Mary V. Myles,	158 Hunter
Katherine V. Nannery,	222 Linden
Annie E. Nestor,	156 Stafford Road
Sadie W. Nicholson,	91 Whipple
Helen E. Nute,	914 Highland Avenue
Nina B. Nuttall,	297 Barnaby
Helen M. O'Brien,	106 Jones
Ernest W. Ochampaugh,	1291 Bedford
Mary F. O'Connor,	24 South
Lillian L. O'Hearn,	300 Ridge
Alice L. Olding,	508 Centre
Anna F. O'Neil,	514 Bradford Avenue
Loretta A. O'Neil,	514 Bradford Avenue
Annie S. Palmer,	130 Elm
Mary E. F. Powers,	208 John
Eileen F. Quirk,	73 Pine

Mary F. Quirk,	34 Danforth
Lois R. Ramsay,	236 Grove
Mary C. Reardon,	284 Morgan
Honora M. Roche,	1073 Plymouth Avenue
Charlotte E. Roe,	762 Second
Emma C. Shay	403 Madison
Helen V. Shay,	403 Madison
Grace L. Simmons,	138 Rockland
Lydia A. Slade,	Touisset
Ella M. Snow,	300 Belmont
May J. Storey,	885 Robeson
Elizabeth C. Sullivan,	96 Cottage
Helen P. Sullivan,	379 Whipple
Julia E. Sullivan,	74 Kellogg
Louise D. Sullivan,	376 Ridge
Margaret E. Sullivan,	110 Park
Mary A. Sullivan,	509 Fourth
Helen L. Thomas,	280 Third
Lottie W. Wainwright,	533 Broadway
Anna F. Walsh,	Somerset
Mary H. Warren,	24 Leonard
M. Evelyn Wheeler,	137 Pearce
Howard Wilbur,	36 Prospect
Alice F. Wild,	28 Chaloner
Gertrude Williams,	154 Mott
Martha E. Wood,	719 Broadway
Edith F. Woodland,	197 Ridge

TERMS AND VACATIONS.

December 30, 1912 to March 20, 1913, twelve weeks. Spring vacation, March 21 to 30 inclusive.

March 31 to June 27, thirteen weeks. Summer vacation.

STORMY DAYS.

On very stormy days the fire alarm will be struck at 7.45 a. m. to indicate that there will be no morning session in any of the schools; at 8.10 a.m., that there will be no morning session in the primary schools; at 12.10 p. m. that there will be no afternoon session at the high school; at 12.45 p. m., that there will be no afternoon session in any of the schools; at 6.15 p. m., that there will be no session of the evening schools.

The signal number is 222 struck twice.

TEXT BOOKS.

GRAMMAR AND TEXT BOOKS.

ALGEBRA. Atwood's Exercises in.

ARITHMETIC. Wentworth Smith, Oral, Books One, Two, Three. Problem Books, Dubb's Part 1, 2, and Complete.

BOOKKEEPING. Meservey's Single Entry.

CIVIL GOVERNMENT. Mowry's Elements of, Massachusetts Edition.

DICTIONARIES. Webster's, International, Collegiate, Academic and Common School.

GEOGRAPHIES. Frye's First Steps in Geography,

Grammar School Geography; Dodge's Elementary Advanced; Tarr and McMurry's New Geography, First and Second books of two-book series.

GRAMMAR. Metcalf and Rafter's, Books One and Two.

HISTORY. Channing's Short, of United States, Tappan's Our Country's Story.

HYGIENE. Gulick Hygiene Series, Good Health, Emergencies, Town and City, Body at Work, Control of Mind and Body.

PHYSICS. Gifford's Elementary Lessons.

PHYSIOLOGY. Eclectic.

READERS. Alternate Normal, First, Second and Third; Around the World Book 1; Cyr's Primer, First and Second; Davis' Beginners', Second, Third and Fourth; Fable and Folk Stories Parts One and Two, Scudder's; First Days in School; Foreigners, New American Citizen, Mintz; English for Foreigners, O'Brien; Geographical, King's Part One; Harper's Fourth; Language, Baker and Carpenter, Fifth year, Parts One and Two, Sixth year, Parts One and Two; Riverside Literature Series, Leaflets, Holmes, Longfellow, Lowell, Whittier; Monroe's, First, Second, Third and Fourth; New Education, Books One, Two, Three and Four; Normal Fourth, Our Little Book; Primers, Hiawatha, Interstate and First Readers, Riverside; Progressive Course in, First, Second, Third and Fourth; Progressive Road to, First, Second and Third; Rand McNally Lights to Literature, Book Four; Silver Burdett, First, Second, Third and Fourth; Williams' Choice Literature Books Three, Four, Five, Six; Aldine, Primer, First, Second, Third, Fourth, Fifth; American School

Primer. First, Carroll and Brooks, First, Second, Third, Fourth, Fifth, Sixth and Seventh; Riverside Primer. First, Second; Wide Awake, Primer, First, Second Third.

SINGING BOOKS. Cecilian, Book Three; Normal First, Second, Part One and Two and Introductory Third; Patriotic Songs; The Silver Song Series No. 3; Primary Songs for Rote Singing.

SPELLING BOOKS. Harrington, Parts One and Two and Complete; Morse, Parts One and Two and Complete.

WRITING BOOKS. Spencer's Practical, Books One, Two, Three, Four, Five, Six and Seven.

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THE
FORTY-EIGHTH ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
OF THE
City of Fall River
1913.



Compliments of

*HECTOR L. BELISLE,
Superintendent Fall River Public Schools.*

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...the study of the nature, sources, uses, and management of information, and the study of the communication of information. (p. 1)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. (p. 1)

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City of Fall River
1913.



Compliments of

★
HECTOR L. BELISLE,
Superintendent Fall River Public Schools.

CITY OF FALL RIVER.

In School Committee, May 5th, 1914.

VOTED, That the annual report of the Superintendent be adopted as the report of the School Committee, and that the Superintendent cause the same to be printed.

ALFRED R. LANGLAIS,

Secretary.

School Committee.

1913.

	Term expires first Monday in January
SPENCER BORDEN, Jr., Interlachen,	1914
CHARLES L. HOLMES, 381 Pine Street,	1914
GEORGE T. WILEY, 47 Lindsey Street,	1914
WILLIAM A. DOLAN, M. D., 548 So. Main St,	1915
ALDAI GOYETTE, 53 Palmer Street,	1915
JEAN A PREVOST, 529 Eastern Avenue,	1915
FRANCIS J. BRADLEY, D.D., 935 Bedford St.,	1916
JOSEPH N. LANDRY, M.D., 1439 Pleasant St.,	1916
WILLIAM E. SYNAN, M. D., 620 William St.,	1916

ORGANIZATION.

WILLIAM A. DOLAN, M. D., *Chairman.*

*EVERETT B. DURFEE, *Sec. and Superintendent.*

HECTOR L. BELISLE, *Superintendent.*

JOSEPH P. HARRINGTON, *Secretary.*

REGULAR MEETINGS OF THE COMMITTEE.

January 6th,	May 6th,	October 7th,
February 4th,	June 3rd,	November 5th,
March 4th,	July 1st,	December 2nd,
April 1st,	September 2nd.	

*To July 1st, 1913.

Standing Committees.

1913.

On Visitation Northern District, Dr. Synan, Mr. Wiley, Dr. Landry.

On Visitation Central District, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Visitation Southern District, Mr. Goyette, Mr. Borden, Dr. Dolan.

On Normal Training School, Mgr. Prevost, Mr. Wiley, Dr. Synan, Dr. Dolan.

On B. M. C. Durfee High School, Dr. Bradley, Mr. Wiley, Dr. Landry, Dr. Dolan.

On Technical High School, Dr. Synan, Mr. Goyette, Mr. Wiley, Dr. Dolan.

On Books and Supplies, Dr. Bradley, Mr. Borden, Dr. Dolan.

On Drawing, Mr. Goyette, Mr. Holmes, Dr. Landry.

On Finance and Auditing Accounts, Dr. Landry, Mr. Holmes.

On Rules, Regulations and Courses of Study, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Salaries, Dr. Synan, Mr. Holmes, Mgr. Prevost.

On Sewing, Mr. Goyette, Mr. Borden, Dr. Synan.

On Teachers, Mr. Goyette, Mr. Borden, Dr. Bradley.

The Schools by Districts.

SOUTHERN DISTRICT.

Bowen Street, Broadway, Columbia Street, Davenport, Fowler, George B. Stone, Harriet T. Healy, John J. McDonough, Laurel Lake, Mount Hope Avenue, N. B. Borden, Osborn Street, Robeson, Samuel Longfellow, Slade, Susan H. Wixon, Tucker Street Schools, and John J. McDonough Kindergarten.

CENTRAL DISTRICT.

Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, Hugo A. Dubuque, James M. Aldrich, Pleasant Street, Samuel Watson, William Connell, William S. Greene Schools, Bedford Street, Pleasant Street, and William S. Greene Kindergartens.

NORTHERN DISTRICT.

Borden, Border City, Brownell Street, Copicut, Danforth Street, Ferry Lane, Fulton Street, Highland, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Ruggles, Steep Brook, Upper New Boston, Watuppa, Westall, William J. Wiley Schools, and Border City Kindergarten.

School Committee.**1914.**Term expires
first Monday
in January

WILLIAM A. DOLAN, M. D., 548 So. Main St.,	1915
ALDAI GOYETTE, 846 Bay Street,	1915
RT. REV. J. A. PREVOST, 529 Eastern Ave.,	1915
REV. F. J. BRADLEY, D. D., 274 Second St.,	1916
JOSEPH N. LANDRY, M. D., 1439 Pleasant St.,	1916
WILLIAM E. SYNAN, M. D., 620 William St.,	1916
SPENCER BORDEN, Jr., Interlachen,	1917
CHARLES L. HOLMES, 381 Pine Street,	1917
GEORGE T. WILEY, 47 Lindsey Street,	1917

ORGANIZATION.

WILLIAM E. SYNAN, M. D., *Chairman.*
 ALFRED R. LANGLAIS, *Secretary.*
 HECTOR L. BELISLE, *Superintendent.*

REGULAR MEETINGS OF THE COMMITTEE.

January 5th,	May 5th,	October 6th,
February 3d,	June 2d,	November, 3d,
March 3d,	July 7th,	December 1st,
April 7th,	September 1st,	

OFFICES.

Administration Building, Anawan Street.

Standing Committees.**1914.**

On Visitation Northern District, Dr. Landry, Mr. Wiley, Dr. Synan.

On Visitation Central District, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Visitation Southern District, Mr. Goyette, Mr. Borden, Dr. Dolan.

On Normal Training School, Mgr. Prevost, Mr. Wiley, Dr. Dolan, Dr. Synan.

On B. M. C. Durfee High School, Dr. Bradley, Dr. Landry, Mr. Holmes, Dr. Dolan.

On Technical High School, Dr. Synan, Mr. Goyette, Mr. Borden, Dr. Dolan.

On Books and Supplies, Dr. Bradley, Mr. Borden, Dr. Synan.

On Drawing, Mr. Goyette, Mr. Wiley, Dr. Landry.

On Finance and Auditing Accounts, Dr. Dolan, Mr. Goyette.

On Rules, Regulations and Courses of Study, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Salaries, Mgr. Prevost, Mr. Borden, Dr. Synan.

On Sewing, Mr. Goyette, Mr. Wiley, Dr. Landry.

On Teachers, Dr. Landry, Mr. Holmes, Dr. Bradley.

School Department Organization.

HECTOR L. BELISLE, Superintendent.

Residence, 582 Walnut Street.

Office, Administration Building, Anawan Street.

OFFICE HOURS :

From 11.30 to 12.30 school days.

Tuesdays and Thursdays from 4.00 to 5.00.

Mary A. S. Mugan, Assistant Superintendent, Residence, 131 Rock Street.

Margaret G. Lynch, Assistant Supervisor in Primary Grades, Residence, 1098 Bedford Street.

Henry Lord, Superintendent of Schoolhouses and Janitors, Residence, 68 Roccliffe Street.

Office, City Hall.

SUPERVISORS.

Walter J. Titcomb, Music, 250 Cherry St.

William E. Braley, Drawing, 910 Robeson St.

Alma S. Bennett, Asst. Drawing, 61 Bright St.

Margaret T. Hurley, Reading, 1335 Robeson St.

John R. Ferguson, Evening Schools, 225 Madison St.

ATTENDANCE OFFICERS.

Isaiah Lord, 84 Horton St.

Frank M. Milne, 153 Fourth St.

William Stewart, 915 Rock St.

James D. Murphy, 154 Cottage St.

John F. Murphy, 285 Whipple St.

Henry Wade, 112 Hanover St.

CLERKS.

Sarah J. Connell, First Clerk, 452 So. Main St.

Harry W. Boyer, Supply Clerk, 220 Osborn St.

Ida L. Glynn, Temporary Stenographer, 66 Grace St.



TECHNICAL HIGH SCHOOL.



SUSAN H. WIXON SCHOOL.

Report of the Superintendent.

LETTER OF TRANSMITTAL.

To the School Committee of Fall River :

GENTLEMEN: I present herewith my first report as Superintendent of Public Schools of the City of Fall River, the forty-eighth in the series of these annual reports.

It was a custom long ago for the Superintendent to present a report to the School Committee and for the School Committee to present a report to the people. The two reports covered so much the same ground that after a time the School Committee ceased preparing a separate report. It is now customary for the Committee to adopt the superintendent's report as its own. For many years, therefore, no report has been addressed to the people by whom the schools are supported and for whose children the schools are maintained.

It has seemed not unwise to revert to an ancient custom long observed, in submitting this report to the School Committee who are the representatives of the people, to address the report to the people themselves. Being thus directly addressed the people may be induced to take a more sympathetic interest in the schools, to study with some care the conditions obtaining there, and to join with the committee, the department officials, and the teachers, in their efforts to make the schools best serve the community.

Respectfully Submitted,

HECTOR L. BELISLE,

Superintendent of Schools.

To the Citizens of Fall River:

In accordance with the law of Massachusetts, this report of the public schools for the year 1913, is respectfully submitted to your consideration.

The public schools are supported by you. They are maintained for your children. They will be as good schools as you desire to make them. They can be as poor schools as you are willing to let them be. No school committee, no superintendents or supervisors, and no principals or teachers can determine what the character of the schools shall be. Public sentiment alone can settle that.

What you think and what your neighbors think is of the highest importance. Those who are engaged in school work are interested in your children. Their interest, however, will increase in proportion to your own, with correspondingly increased benefits to their pupils. The entire lives of your sons and daughters will be shaped for better or for worse largely in accordance with what the schools do for them in their early years.

This report, therefore, ought to interest you. If you have the welfare of your children at heart, you are invited to read it carefully, and to devote some time to thinking about it.

Some notable changes have taken place in the school system of the city during the calendar year 1913.

-
1. An increase in the administrative and supervisory force.
 2. The reduction of the elementary school course from nine to eight years.

3. The opening of the new Technical High School.

4. The organization of the State-aided evening vocational classes.

When there is added to these the opening of a new grammar building, the Susan H. Wixon School, and the task, of renewing some eleven thousand outstanding minors employment, certificates, in accordance with the terms of the Minors Employment Act of 1913, it can be seen that the extra burdens borne by the department have been exceptionally numerous and heavy.

Like other cities Fall River, with a population of fifty thousand, has found it possible in the past for a superintendent to perform alone the varied and exacting duties of secretary to the School Committee, business agent of the department, and supervisor and general counsellor to the schools and teachers. Like other cities, to-day, Fall River finds that with a population of considerably more than one hundred thousand these tasks are far beyond the power of any one man.

The increases in the administrative force, at least in part, might well have been made earlier. During this year, therefore, there were created the positions of assistant superintendent, assistant supervisor of primary grades, assistant supervisor of drawing, and secretary to the Committee. With these additions to the general working force of the department, the details of administration and supervision can be better planned and better executed.

The reduction of the elementary school course from nine years to eight is in keeping with modern

tendencies. This change involved a revision of the course of study. Much that had been taught previously was eliminated. Much of what was retained was simplified. The new course aims to give the pupils a good mastery of simple English and simple arithmetic, with modest acquirements in history, geography, and the other common school subjects. Attempts at difficult, complicated or deep work in any subject are discouraged.

In making the change from the nine year to the eight year basis, as far as it was possible to plan in the short time allowed, an effort was made to regrade a certain proportion of the pupils to enable them to gain a part or the whole of a year. That a good many pupils will profit by the careful planning, good judgment, and sympathy of their teachers and principals is a certainty. Definite statistics on this point, however, must await the next report.

The completion of the Technical High School which had been two years building brought to the grammar school graduates of 1913 increased opportunities for further education. Elsewhere the principal of the school gives an account of the beginning of this new institution.

For the first time the city availed itself of the privileges granted by state law to organize evening vocational classes, under state approval and supervision, and entitled to partial reimbursement of expenditures from the state treasury. This called for a complete reorganization of the classes. In spite of doubts and misgivings, the plans were carried to a successful completion in some instances, and the experience gained and the results secured justify the conviction that another season will find the voca-

tional evening work established on a sonnd basis. The subject is taken up in some detail in the report of the assistant superintendent.

The new Susan H. Wixon Grammar School was opened in November. Pupils were drawn to this building from the Davenport, N. B. Borden, Osborn, Slade, Laurel Lake, George B. Stone and Cambridge Street Schools. The George B. Stone furnished the largest number and in turn had its own rooms refilled by transfers from the badly overcrowded Laurel Lake and Tucker Street Schools. Some of the rooms of the Susan H. Wixon School could not be put to immediate use because of the want of proper equipment. It is strange that a cooking room should be built into a new school-house without definite plans and without any appropriation for finishing the work of making it a cooking room.

The Minor's Employment Act of 1913 placed upon the administration of the Fall River School Department as great a burden, at least, as any school department in the state outside of Boston has had to bear. According to the new law all persons between the ages of fourteen and twenty-one who had secured employment certificates and were engaged in wage-earning employment had to surrender their old certificates and secure the new forms prepared by the State Board of Labor and Industry. From September 1913 to January first 1914, the school department issued approximately eleven thousand certificates. In less than four months there was done more work of that kind than had previously been done in four years. For several weeks these certificates were issued by a special force working five evenings per week in various sections of the city

in school-houses opened for that purpose. In addition two extra clerks had to be kept in the office to dispose of the steady heavy stream of applicants for the new certificates. Besides involving a considerable expense this work proved a serious hindrance to the regular work of the office.

This burden is to remain in part. Under the former law a certificate granted to a minor was his legal passport to employment anywhere until he became twenty-one years of age. The new act requires the minor to secure a new certificate each time he changes his place of employment. With the rapid shifting of unskilled minors from one place of employment to another, certificates are now being issued by the superintendent's office at the rate of 15,000 per year. The work this involves, including examination of applicants, making out of certificates, filing all papers relating to each case, and the answering of questions and giving of explanations, all together takes the entire time of an extra clerk. This is an increase in the work and the expense of the department which was undreamed of a year ago.

The foregoing paragraphs have touched briefly upon the entirely new things which the year 1913 has brought to the school department. Two of these, the new schools had been started long before; one, the employment law was thrust upon us; and the others were decided upon and adopted as measures for increasing the usefulness of the schools. Coming in as a mass as they did, these various changes and new activities have given to the year 1913 a conspicuous place in the history of the Fall River schools.

The spirit of friendliness and of cooperation which has been manifested by the teaching body has

given me courage to face the great problems which have confronted me. To the teachers and principals, upon whom in their several buildings rests the final success of any school system, is due an expression of appreciation for their patient efforts in the midst of new and trying problems. The supervisors have toiled in their respective fields with a quiet, constant endeavor to improve upon their former good work. The general administrative assistants have manifested an energy that reckoned no hours of labor too long and no tasks too arduous which tended to produce better results for the children.

The main portion of the report, which follows this brief introduction, has been planned to set before the citizens of the city a clear statement of facts concerning one of the practical aims of the public schools in our day, and a careful study of certain local conditions in their bearing upon the degree of success attained by the schools in fulfilling their natural obligations.

THE CHILDREN.

The eight or nine years that most children spend in school determine in the majority of cases what kind of men and women they are going to become. If during those years they have been helped by a good school system to sow the best seeds in the best way they and their city will reap a richer harvest during their whole working lives. If on the contrary the school system has failed to do for them some of the things it should have done, both they and their city will suffer.

From one point of view, education is purely a business proposition. There is an old saying that

"it takes money to make money." It takes money to run schools. It takes schools to promote education. It takes education to develop brains. It takes brains to make money. Hence, money spent for schools to educate children will develop their brains and enable them to increase their earning power.

When a child spends nine years in school, from five to fourteen, and finishes only four or five grades, half of his school-life has been wasted. Whose fault is it ? It may be the fault of the child himself, or of his parents, his teachers, the principal, the superintendent, the school committee, or the city, i. e. all the citizens of the city. One or all of these may have a share in the blame. Mere fault finding, however, accomplishes nothing. In a business concern if a thing is wrong an attempt is made to find out the cause and the remedy. In education the same method is necessary.

There are those who think that because schools are not fitted up like shops and mills and stores, they can be run with little regard for business principles. As a matter of fact there is no other business carried on by mortal men in which good organization on a sound business basis will bring as good results, and in which poor organization in defiance of proper business methods will yield as bad results.

The city educates its boys and girls that they may be more useful men and women. The more useful they are to themselves the more useful they are to the city. A workman who by honest labor can earn twelve dollars per week instead of ten, not only is better off himself but also adds to the prosperity of his employer and of his city. The differ-

ence between barbarians and civilized peoples is a difference in education. From the cradle, children must be educated in the ways of civilization. The more complete their education the more capable men and women they become. Some people do succeed without much education, but not *because* they have little education; they succeed in spite of it. Most people succeed in proportion to their education. It is the business of the school system to give such an education to the children of the city that when they go into the mills and shops they will take with them results which will be of value in their every day work.

A properly organized grammar school course, carried out in sympathy with the needs and the possibilities of individual children, should send out a majority of all its pupils with diplomas at the end of the prescribed time, every pupil possessing to a considerable degree each of the following characteristics:

1. The knowledge that life means labor.
2. An appreciation of the fact that all useful labor is honorable.
3. An interest in whatever work he undertakes.
4. A desire to accomplish as much work as possible in a given time.
5. The habit of being careful, in order to avoid the too frequent mistakes which mean waste.
6. Ambition, and the spirit of success.
7. Some training in the use of pens, pencils, rulers, compasses, paintbrushes, needles, knives, saws, hammers and other common tools.
8. As much book knowledge and mental training as he had the native ability to acquire in the time he spent at school.

"it takes money to make money." It takes money to run schools. It takes schools to promote education. It takes education to develop brains. It takes brains to make money. Hence, money spent for schools to educate children will develop their brains and enable them to increase their earning power.

When a child spends nine years in school, from five to fourteen, and finishes only four or five grades, half of his school-life has been wasted. Whose fault is it? It may be the fault of the child himself, or of his parents, his teachers, the principal, the superintendent, the school committee, or the city, i. e. all the citizens of the city. One or all of these may have a share in the blame. Mere fault finding, however, accomplishes nothing. In a business concern if a thing is wrong an attempt is made to find out the cause and the remedy. In education the same method is necessary.

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8. As much book knowledge and mental training as he had the native ability to acquire in the time he spent at school.

The years from ten to fourteen constitute the period when these things must be made a part of the education of our city school children if they are ever going to get them. Half or even two thirds a grammar school course will not give this education. Spending eight years on five years work will not train a boy to become a quick, self reliant, thorough workman. All our American public schools have wasted years of the lives of a large proportion of our children. In the future these years must be saved and used to good advantage. The school must give an education which will fit the pupils instead of continuing the attempt to make the pupils fit the education. If a child can learn to control his mind, his heart, all will be well with him. Children have a right to the training which will develop first of all the sound point of view towards life, and second, the power to do things. Book knowledge, excellent in itself, comes after the other two in importance, and for that reason was placed last on the foregoing list. Educated in this broad sense a boy will become a happier workman, taking pride in adding by his labor to the world wealth in which he and his are to share.

This is by no means the only purpose of the public school. Education serves other ends even more important. At this time, however, there are good reasons for emphasizing the dollars and cents side of public education.

Education pays. In the long run education is the best investment in the world. The history of civilization proves it. The most progressive countries, the most progressive states, the most progressive cities are the most prosperous agriculturally, industrially, and commercially because of education.

Are the fathers and mothers of Fall River going to handicap their children by failing to read the signs of the times ? Or rather will they be wise enough to add a small amount to their present investment in order to double the returns ?

The dollars saved by denying children the proper educational advantages are the least profitable dollars any community has. Those dollars spent in the kind of education spoken of above, will develop men and women of greater earning power, will create a body of citizens happier and more useful, and like all good seed will produce a heavy crop every new year.

You fathers and mothers are paying for the schools. Are you satisfied to have them do only half of what they ought to do for your children ? Are you willing to pay just a little more in order to get them to do nearly twice as much, to get them to do as nearly as possible all they ought to be doing ?

The children are yours, the schools are yours, the city is yours. The entire responsibility rests upon you. The future of your children is in your own hands. What are you going to do about it ?

OVER AGE PUPILS IN THE GRADES.

A great deal of attention has been given in recent years by school superintendents in the cities of the United States to the subject of over-age pupils in the elementary schools. It has come to be recognized that American public schools generally have not in the past accomplished as much as they should have accomplished for the pupils. Statistics gathered in various cities have shown that of all the children who attended school in those cities only twenty-five or thirty per cent completed the regular grammar

school course of eight or nine years in the time prescribed; and that from five to ten per cent completed it with one or two extra years of study. From sixty to sixty-five per cent, roughly speaking, about two thirds of all the children, never completed the course. When this condition of affairs in American city schools was made known about half a dozen years ago it became the subject of widespread discussion. As a result it has come to be admitted that our school systems must in the future do better in this respect than they have done in the past. Many cities have already made considerable progress in reforming the old conditions.

Like other cities with a large percentage of foreign born population, Fall River has a serious problem to meet in this particular. The accompanying table giving the ages of pupils by grades shows the gravity of the situation. All the teachers, and every citizen who has at heart the welfare of the children and the city should study this table carefully. It tells a sad story—a story of failure.

superior to the average first grade child. His three years of life from six to nine have developed him far beyond the stage of the six year old. If he is ten years or older this is all the more true.

To put older children in first grade classes with young children is very bad morally. The larger boys and girls are robbed of self-respect. Further, the work they do and the way in which they do it stunts them. Regular first grade work is for six year old brains. The brain, like the body, develops through what it feeds on. Ten year old children cannot develop ten year old brains on school work planned for six year olds. If the schools are to develop boys' and girls' brains they must furnish the kind of educational food adapted to that purpose. It is not surprising that the children of ten, eleven, twelve and thirteen who have been kept in school with those three or four years younger than themselves should show little brain power.

It should be one of the aims of our school system to enable pupils to move upward into the higher grades, so that a much larger number can complete the grammar school course.

The following table shows the average number of pupils attending the regular grades in the larger cities of Massachusetts and the number who were graduated in June, 1913:

The total number of pupils is 13,324. If they were evenly distributed among the 8 grades there would be 1665 in each grade. It is a striking fact that the lowest grades contain a very much larger number than the average and the highest grades contain a very much smaller number. In the first four grades there are 9993 pupils, exactly 75 per cent of the total number. In comparison with 1853 pupils who are in the fourth grade there are only 851 in the sixth grade. There is a shrinkage of more than one thousand pupils. Of all the pupils who enter the fourth grade less than one-half reach the sixth grade, and less than one-third reach the seventh grade.

Let us look at the figures another way. Of the 2264 pupils in the first grade 441, about one sixth, are eight years of age or more.

In the third grade 1130 out of 2216 are ten years of age or more, and in the fourth grade 1098 out of 1853 are eleven years of age or more. In each of these two grades more than half the pupils are older than they ought to be for their grades.

Children in Fall River go to school early. At seven years a child is fairly old for the first grade. At eight years he is getting too old for that grade. Yet there are in our first grade rooms 244 pupils who are *nine years of age or more*. This is absolutely indefensible upon any grounds whatsoever.

It can be laid down as a fundamental principle of school organization that no nine year old child should be in a regular first grade. If he has attended school anywhere, however little he may have learned, he knows more than the five and six year old beginners of the first grade. His age alone makes him

superior to the average first grade child. His three years of life from six to nine have developed him far beyond the stage of the six year old. If he is ten years or older this is all the more true.

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The following table shows the average number of pupils attending the regular grades in the larger cities of Massachusetts and the number who were graduated in June, 1913:

NUMBER OF GRADUATES JUNE 1913.
COMPARED TO GRAMMAR SCHOOL MEMBERSHIP.

	Worcester	Fall River	Lowell	Cambridge	New Bedford	Lynn	Springfield	* Lawrence	*Somerville	Holyoke	Brockton
Average Membership	17255	13717	9439	12370	10841	10004	11699	7801	6898	5701	8113
Graduates June, 1913	1102	419	509	788	392	540	757	438	781	348	529
Percentage of Membership	6.4 %	3.0%	5.3%	6.4%	3.6 %	5.4 %	6.4 %	5.6 %	8.1 %	6.1%	6.5 %

* Figures for 1912.

Only three pupils in every hundred who attended our schools last year secured grammar school diplomas. The average for the other ten cities in the table is 6.0 pupils in every hundred. Six of the ten cities did at least twice as well as we did in this respect. It is to be hoped that from small beginnings already under way our schools shall in a few years make a better showing.

The presence of so many over-age pupils in the lower grades is due to many causes, some of which the public schools are not in any way responsible for and which they cannot directly remedy.

1. Unfavorable home conditions as to crowding, nourishment, want of ambition, and ignorance of the value of education. Most of these conditions can be overcome only by educating the parents through the children.

- 2 Waste through constant moving from one public school to another and between public and parochial schools. The loss to the pupils arising from the thousands of such changes which every year brings is enormous. The causes which are responsible for this movement of families to and from, and the transferring of children from school to school are beyond the control of the school authorities.

Some of the causes which account for the presence of over-age pupils in the elementary schools are, however, traceable to the schools themselves.

1. Too rigid a grading system. It has been the unfortunate custom all over the country to determine a pupil's promotion not on the basis of his strength but of his weakness. Because he did poorly in one or two studies he had to do all over again. This has

resulted too often in deadening interest and ambition, so that one such failure led easily to another.

2. A course of study too difficult for the average child. This, too, has been a national fault. The elementary schools have set up standards that were too high, standards which a certain number of children could attain but which the majority could not hope to reach. In recent years there has been a decided tendency towards simplifying the elementary course. With the change from nine grades to eight in our schools in September there was put into operation a provisional course of study much simpler than the old. Two or three years trial of it, with such changes as experience suggests will show whether the needs of the great majority of the pupils may not be better served by the simpler course.

3. A third cause for over-age pupils is the overcrowding of schoolrooms. For this the citizens are directly responsible. The subject of overcrowding is so important, however, that it is taken up at length later in this report.

SUMMARY.

City school superintendents have realized in recent years that there was room for much improvement in public schools all over the country. The lower grades contain a large number of pupils who should be in the upper grades but who never get as far as that. Because these pupils are treated like little children their brains remain the brains of little children. They have no interest in school and no ambition to learn. The home and the school have shares in the responsibility for the presence of these children in the lower grades. The teachers and

principals, working in harmony with the superintendent and supervisors, can accomplish much through a simpler course of study and a less rigid system of grading. The crowding in the schools can be remedied if the parents insist upon proper school accommodations.

SCHOOL BUILDINGS.

A careful study of the school accommodations of the city leads to one very clear conclusion: school rooms are so scattered that both financially and educationally the city suffers. The following table shows the number of school buildings with the number of rooms in each building:

NUMBER OF SCHOOL BUILDINGS BY ROOMS

Name of School	No. of Rooms	No. of Schools	Name of School	No. of Rooms	No. of Schools
Davenport	18	1	Brayton Avenue	8	
Susan H. Wixon	14	1	Coughlin	8	
John J. McDonough	13	1	Davol	8	
Borden	12		Fowler	8	
Davis	12		George B. Stone	8	
Lincoln	12		Harriet T. Healy	8	
N. B. Borden	12		Hugo A. Dubuque	8	
Robeson	12		James M. Aldrich	8	
Slade	12		Osborn Street	8	
Westall	12	7	Ruggles	8	
Samuel Watson	11	1	Samuel Longfellow	8	
William S. Greene	10	1	William Connell	8	12
William J. Wiley	9	1	Border City	7	
9 rooms or more	159	13	Highland	7	2
			Brown	6	
			Pine Street	6	2
			Broadway	4	
			Brownell Street	4	
			Buffinton Street	4	
			Cambridge Street	4	
			Chace	4	
			Columbia Street	4	
			Covel Street	4	
			Danforth Street	4	
			Eastern Avenue	4	
			Ferry Lane	4	
			Fulton Street	4	
			Laurel Lake	4	
			Linden Street	4	
			Lindsey Street	4	
			Mount Hope Avenue	4	
			Pleasant Street	4	
			Tucker Street	4	17
			Bowen Street	2	
			Lower New Boston	2	
			Steep Brook	2	3
			Copicut	1	
			No. Fall River	1	
			Upper New Boston	1	
			Watuppa	1	4
			8 rooms or less	200	40

It will be noticed that only 13 buildings out of a total of 53 elementary schools have nine rooms or more. 159 rooms are in those 13 buildings, giving an average of 12.2 rooms in the larger buildings. The 40 smaller buildings contain 200 rooms which is an average of exactly 5 rooms per building.

This is an extremely wasteful form of school organization. From the financial point of view it is expensive. The janitor service, heating and other maintenance cost of a large number of small buildings means a considerable annual waste. On the educational side it is fully as unsatisfactory. In a city school system a large school can be better organized, and can be conducted with greater benefit to the pupils than a number of small schools. Statistics have been gathered from other large Massachusetts cities showing the number of buildings and classrooms.

City	No. of School-rooms	No. of Schools	Av. No. of rooms per school
1. Worcester	548	50	10.9
2. Fall River	369	53	6.7
3. Springfield	350	36	10.0
4. Cambridge	317	31	10.2
5. New Bedford	310	30	10.3
6. Lowell	271	44	6.1
7. Somerville	254	24	10.6
8. Brockton	245	29	8.4
9. Lawrence	216	28	7.7
10. Holyoke	182	19	9.5

It is a striking fact that of the five cities which have more than three hundred classrooms every one but Fall River has large buildings, averaging in the entire city more than ten rooms per school. Fall River with the second largest number of rooms has

an average of only 6.7 rooms per school. Springfield has twenty-two schools of ten rooms or more, of which two contain nineteen rooms each, one twenty rooms and one thirty-six rooms. Worcester has twenty-five schools of ten rooms or more, of which four contain eighteen rooms each, and five others contain twenty to thirty-two rooms each. New Bedford has seventeen schools of ten or more rooms of which two are sixteen room buildings and one a twenty room building.

Experience has demonstrated that in any section of a city where there are pupils enough to fill sixteen, twenty or twenty-four classrooms one large building is better than two or more small ones.

Fall River now has an abundance of small buildings scattered liberally over its entire area. These buildings can be satisfactorily used by young children during their first years in school. When, however, they reach the age of nine or ten years and are entering upon third or fourth grade work they should be gathered into larger schools centrally located, so as to accommodate all the upper grade children of a fairly large district.

Henceforth, no more separate schools should be thought of in this city. Necessary increases should be cared for by additions to existing schools. These additions may be made in the form of extra buildings adjoining the present schools, or in the form of newer and larger buildings to take the place of old and small schools. The main point is to increase the size of the school under each principal by gathering a large number of classes at one point. That will result in a saving financially and in a decided gain educationally.

OVERCROWDING.

Another source of waste, both financial and educational, is found in the overcrowding which marks more than a dozen of the schools of the city. It is not believable that the citizens can refuse to provide sufficient room for their children in the schools when they understand the tremendous disadvantages under which those children are endeavoring to get an education.

There are schools in the city which are crowded with at least fifty per cent more pupils than they were ever intended to accommodate. There is a mistaken notion, very commonly accepted, that if fifty, sixty, or seventy pupils can in any fashion be squeezed into a classroom it is all right to keep them there. It is argued that if there are too many pupils for one teacher the work can be divided between two teachers.

It is a fact proved by abundant experience that two teachers and two classes in one room are as much in each other's way as two weavers at one loom, two carpenters at one bench, or two bookkeepers at one set of books. It means that one class has to wait for the other to begin or finish some task, that one class is interfered with by the work going on in the other. It means that the day has to be evenly divided between two classes when such a division as a rule is not a good arrangement of school time. In short it means actually a waste of money, a waste of time, a waste of effort, and a waste of opportunity. *It costs more money and buys less education.*

In his first report written in April 1866, by Daniel W. Stevens, first Superintendent of Schools of Fall River, we find that in his plan of organization "one teacher in one room, with one class, is the ulti-

mate object desired." (1) A year later in his second report he said: "The arrangement made with the primary schools on High Street, about a year ago, has proved a signal success,.....having *one class* and *one grade* in a room with *one* teacher. If this same system could be adopted throughout the city it would be a great saving of time to the pupils and of expense to the city." (2) "Under such an arrangement each teacher would be responsible for the proficiency of the pupils in his or her department. Sometimes teachers of quite opposite tastes and tendencies are placed in the same room. Such combinations are unpleasant to the teachers and unprofitable to the pupils." (3)

Supt. Malcom W. Tewksbury a few years later said : "There is no argument to be given in favor of double rooms in Primary and Intermediate schools... Experience has fully tested these different conditions, and the almost unanimous verdict is in favor of small rooms." (4)

These were the words written by Fall River Superintendents of Schools more than forty years ago.

What were the actual conditions in 1913 ?

There were 336 classrooms used for regular grammar and primary grade work in December. The following table shows the distribution of the pupils by rooms. To give a clear and striking picture of the conditions, only three divisions have been made :
1. The rooms which are too crowded, with forty-five

(1) Supt. Report 1865-66, p. 14.

(2) " " 1866-7, p. 6.

(3) " " 1866-7, p. 19.

(4) " " 1870-71, p. 4.

pupils or more. 2. The rooms which are well filled with from 30 to 44 pupils, and 3. The rooms with 29 pupils or less.

DISTRIBUTION OF PUPILS BY ROOMS

REGULAR PRIMARY AND GRAMMAR CLASSES

45 or more Pupils	30 to 44 Pupils	29 or less Pupils	Totals
91 rooms	211 rooms	34 rooms	336 rooms
27.1%	62.8 %	10.1 %	100%

91 rooms, more than twenty-seven per cent of the entire number, contained each 45 or more pupils.

The tendency in the city school systems is toward smaller classes. It is generally recognized to-day that no teacher can do justice to herself or to her pupils in a class of more than forty-five children, and that with more than forty pupils she can do good work only under other conditions which are favorable.

As has been pointed out in an earlier portion of this report, many of the conditions which our teachers are obliged to meet are distinctly unfavorable.

Under existing conditions most of our large classes place a great handicap upon the pupils and an unreasonable burden upon the teachers. In conse-

quence, the old custom of having two teachers in crowded rooms has been maintained. There were in December eighty-one assistants at work, acting as extra teachers in the crowded schools.

There are four sections of the city in which the crowding of the pupils and the employment of extra teachers present an acute situation. In the pages following four tables are shown, giving statistics for each section separately.

The first table shows the conditions in the district between South Main Street and Mount Hope Bay, bounded on the north by Pocasset Street and on the south by Bradford Avenue.

TABLE I. JOHN J. McDONOUGH DISTRICT*

School	Grades	No. of Rooms	No. of Pupils	Av. No. Pupils Per Room	No. of Teachers	Av. No. Pupils per Teacher
Broadway	I-III	4	184	46.0	7	26.3
Columbia St.	I-III	4	209	52.2	8	26.1
J. J. McDonough	IV-VIII	11*	468	42.5	13	36.0
Robeson	I-IV	12	507	42.2	15	33.8
Samuel Longfellow	I-III	8	349	43.6	13	26.8
Totals		39	1717	44.0	56	30.6
Proposed Conditions		45	1717	38.1	51	33.6

Of the five schools in this table, the John J. McDonough is the best organized as regards the numbers of pupils and of teachers. The three small

*Does not include cooking room or kindergarten.

buildings of the group are wastefully organized in those respects. The crowding in these five schools makes necessary the employment of 56 teachers in 39 rooms. This means a high cost of instruction, there being one teacher, on an average, for every 30.6 pupils.

An average of from 37 to 40 pupils per room makes classes sufficiently large to be well cared for by one teacher. With six rooms added to the accommodations of this district there would be an average of 38.1 pupils per room. The forty-five rooms could be taught very advantageously by 45 teachers under three principals, with the help of three general assistants. Under such an organization there would be an average of 33.6 pupils per teacher, a gain of 3 pupils per teacher. And what is of the highest importance is that the pupils, distributed on the basis of *one class in one room under one teacher*, would work under the most favorable conditions for learning.

The extensive southern section of the city below Middle and Buffinton Streets affords the worst examples of the evils under discussion. The following table gives the figures :

TABLE II. SOUTHERN SECTION.*

School	Grades	No. of Rooms	No. of Pupils	Av. No Pupils Per Room	No. of Teachers	Av. No. Pupils per Teacher
Bowen St.	I-III	2	129	64.5	4	32.2
Brayton Ave.	I-VI	8	374	46.7	13	28.7
Cambridge St.	I-IV	4	161	40.2	5	32.2
Chace	I-IV	4	181	45.2	5	36.2
Fowler	I-VIII	8	344	43.0	12	28.6
Geo. B. Stone	I-VIII	8	401	50.1	14	28.6
Laurel Lake	I-III	4	250	62.5	8	31.2
Osborn	I-V	7	257	36.7	8	32.1
Slade	I-VIII	12	513	42.7	17	30.1
Tucker St.	I-IV	4	253	63.2	8	31.6
Totals		61	2863	46.9	94	30.4
Proposed Conditions		75		38.1	85	33.6

There are here six buildings with a total of 30 rooms averaging more than 45 pupils per room. One of the primary buildings is so badly crowded that in some rooms its pupils are on part time, one-half attending only the morning session, the other half only the afternoon session.

At the Slade School, planned and built for eight rooms, there are four rooms in an attic which was not designed to be used for classes. In March 1882, the School Committee voted to notify the City Council that they did not approve of seating the third floor of the Slade School building for school purposes. Two years later, 1884, Superintendent William Connell wrote very strongly against third floor school-rooms. He criticised the lighting as poor in many cases, with particular objections to the Slade School.

*The William S. Greene Normal Training School is omitted. In December it had an average of 42.5 pupils per room.

In spite of those protests pupils have been taught year after year in those poorly lighted attics of the Slade School for *more than 30 years*. Can any one estimate the ruined eyes of growing children, the loss to the thousands of grown men and women, who as pupils, sat in those four attic rooms, because of diminished industrial skill and earning power due to eyes weakened by constant straining day after day in those poorly lighted school rooms? Such neglect of the physical welfare of boys and girls must produce its inevitable results in a race of men and women who are less valuable members of the community because of the community's failure to develop them properly.

If the pupils of this entire section were distributed in 75 rooms instead of being crowded into 61 rooms, 85 teachers, including principals and general assistants, could do more for them than 91 teachers are now doing.

The Susan H. Wixon School was meant to relieve the congestion in this neighborhood. Unfortunately, however, it was built too far north to answer that purpose well. In its present location the new school draws from the N. B. Borden and the Davenport Schools neither of which buildings is at all crowded. It is the section from half a mile to a mile south of the Susan H. Wixon School which is in desperate need of relief. The need is spread over such a wide area that increased accommodations must be provided at two points a mile or more apart.

In the central eastern section is a third district which needs relief. The table of statistics follows :

TABLE III. DAVIS DISTRICT.

School	No. of Grades	No. of Rooms	No. of Pupils	Av. No Pupils per Room	No. of Teachers	Av. No. Pupils per Teacher
Davis	I-VIII	12	549	45.7	17	32.2
Davol	I-IV	8	328	41.0	10	32.8
Totals		20	877	43.8	27	32.4
Proposed Conditions		24		36.5	27	32.4

These schools are in the heart of a quarter in which congestion is increasing. The pupils are mostly from homes where little English is spoken and cannot be advantageously taught in such large classes. The conditions for effective school work in this section are far from satisfactory. Unless relief is afforded, they will grow worse very rapidly.

The fourth table shows the conditions at the northern end of the city.

TABLE IV. NORTHERN SECTION.

School	No. of Grades	No. of Rooms	No. of Pupils	Av. No Pupils Per Room	No. of Teachers	Av. No. Pupils per Teacher
Borden	III-VIII	12	555	46.2	18	30.8
Border City	I-III	6	232	38.6	8	29.0
Brownell St.	I-III	4	162	40.5	5	32.4
Ferry Lane	I-III	4	188	47.0	7	26.8
Fulton St.	I-II	4	149	37.2	4	37.2
Lindsey St.	I-II	4	180	45.0	8	22.5
Totals		34	1466	43.1	50	29.3
Proposed Conditions		40		36.6	45	32.5

Three of these buildings are very badly crowded, with a total of 20 rooms averaging more than 45 pu-

pils per room. Forty rooms are required for the proper classification and grading of the pupils of this section, and forty-five teachers, including principals and general assistants, could look after them to far better advantage than fifty can under present conditions.

The statistics for the four sections have been summarized in order to give a clear understanding of the entire situation :

SUMMARY OF TABLES I-IV

No. of Schools	No. of Rooms	No. of Pupils	Av. No Pupils Per Room	No. of Teachers	Av. No. Pupils per Teacher
5	39-(6)	1717	44.0	56 (61)	30.6
10	61-(14)	2863	46.9	94 (85)	30.4
2	20-(4)	877	43.8	27 (27)	32.4
6	34-(6)	1466	43.1	50 (45)	29.3
Totals					
23	154-(30)	6923	44.9	227-(208)	30.4
Changes	*30 rooms more; 19 teachers less.				
	184		37.6	208	33.2

Here are about 7,000 pupils, a full half of the membership of the eight grades of the city, crowded into schools on an average of 45 pupils to a room.

The fact that assistants have been asked for and have been placed in so many of these schools is an open admission that the conditions are bad. In these 23 buildings, besides 12 principals who are not regular room teachers, there are 61 assistants, an average of two assistants for every five regular teachers.

To place these schools on a proper basis there are needed thirty new classrooms.

*32 new rooms in all; 2 of them to take the place of two attic rooms at the Slade School, to be abandoned.

This matter calls for immediate action. Conditions will not remain as they are. Either they must be made better or they will become worse. The city is growing. With an annual increase of from 200 to 300 pupils in the schools there should have been from 6 to 8 rooms added regularly every year. What the city failed to do on time in the past it is now called upon to do tardily.

Once before in her school history Fall River had to meet such a situation. In 1873, the city government appropriated \$200,000 for building three schools at one time : the Davenport School of 14 rooms, the Davis School of 10 rooms, and the Slade School of 8 rooms. The population of the city was only 38,464.

Yet these three schools containing, at that time, a total of 32 rooms were built simultaneously in the sections of the city where they were needed. What Fall River could do and actually did forty years ago, when it was only one-third its present size, it ought to do now.

RECOMMENDATIONS.

Additional accommodations should be provided immediately in five parts of the city.

1. The Tucker Street School should be planned as a great south end grammar school center. It is close to the heart of a large and growing district. It is far enough from the other large grammar schools, the Davenport, N. B. Borden, Susan H. Wixon and Slade Schools, to have a territory all its own. While the William S. Greene School is used as a Normal Training School its organization should not be disturbed.

The construction of 12 rooms and an assembly

hall at Tucker street will meet the immediate needs. With the increase of school population in a few years the number of rooms at this school can be added to.

2. The Bowen Street School should be enlarged to six or eight rooms. In this old two room building in a well populated section are crowded 129 pupils. A six room school would alter this shameful condition and to some extent afford relief to the Slade School.

If the miserably lighted attic of the Slade School is not to be abandoned entirely, at least the four rooms should be rearranged so as to make two rooms with slightly better light. In that case eight rooms should be built at Bowen street to accommodate the pupils released from those attic dungeons.

3. In the neighborhood of the John J. McDonough School, eight more rooms are needed. Here is a compact and populous section with five school buildings. One four-room school is only two blocks away from the McDonough School in one direction, and the other is two blocks away in another direction. In adding eight rooms to this school district it would be a good business move to reduce the number of buildings from five to four, and possibly to three. There could be two primary buildings and one or two grammar buildings. The decision could be made in favor of the plan which, in the long run, would probably be the cheaper.

4. In the eastern section of the city 4 rooms are needed at once. These should be built as a part of the Davis School.

There are in that quarter of the city two natural grammar school centers, the Davis and the Samuel Watson. In securing land for the erection of a

four room annex to the Davis School, provision should be made for at least twelve rooms, as the vacant land in that neighborhood is sure to provide an increase to the school population in the years to come.

5. Six rooms should be added to the Borden School at the North end. This section of the city is rather difficult to plan for. There is a thickly settled district at Bowenville, but the rest of the north end consists chiefly of a narrow belt of houses, on both sides of North Main Street, from President Avenue to Steep Brook. The district is ribbon-like. The school buildings are not placed to the best advantage in the district. However, what has already been done points to the advisability of planning to make the Borden and Wm. J. Wiley Schools the large grammar centers for the entire section. Neither of these schools is in the very heart of a thickly settled district. But they are close enough to be reached easily by children of nine or ten years. The Borden School has one splendid feature for a big school, its beautiful location in broad open surroundings, on the edge of one of the city's large parks. A school so situated has more attractions for children from a tenement district than one in their own crowded streets. It would be natural, therefore, to increase accommodations at the North end by adding to the Borden School.

6. No small school building should occupy a lot of less than one acre. No large central school should have less than three acres. In a city covering almost 22000 acres it is not too much to ask that the schools which are planned to accommodate one seventh of the population shall have a total of at least 100 acres of land at their disposal. Grievous mistakes have

been made in the past in this respect. Schools were built with practically no yards when land might have been bought at a low price. In a country which can boast of three million square miles of territory there is no need of stinting in the matter of land for public buildings. From the standpoint of education, of health and of patriotic pride such conduct of public affairs is absolutely wrong. Financially, it involves a shameful waste. It is the penny wise, pound foolish policy. When in later years more room is needed, it can be secured only at a very much increased cost.

It is urgently recommended, therefore, that the city government be requested to increase the land holdings for school purposes, by adding to school properties which are centrally located in the various sections of the city.

There are, then, thirty-two rooms needed at once in the different sections of the city.

Will history repeat itself? Will Fall River do in 1915 what it did in 1874-5? Will the citizens of the city rouse themselves and say, "We must do this for the sake of our children?"

Respectfully submitted,

HECTOR L. BELISLE,

Superintendent of Schools.

REPORT

OF THE

Assistant Superintendent of Schools.

One important change in the school system of Fall River during the past year was the transition from the nine-year to the eight-year elementary course. Throughout the country one city after another has made this adjustment because communities, as well as educational leaders, have come to realize that for the average child a nine-year period of preparation for the high school is too long; that most nine-year curriculums were encumbered with a certain amount of valueless subject matter; and that an astounding percentage of retardation was the natural result of the practice of allowing pupils to make a leisurely progress through a course that was not sufficiently intensive.

After careful consideration of the educational trend in other centers and of the special needs of Fall River the School Board voted on May 21, 1913, that the course in the elementary schools be changed from nine to eight years and that a new course of study be submitted with the approval of the Committee on Course of Study to go into effect in September, 1913. The course was submitted to the full Board and formally adopted on September 2, 1913.

In building a course of study it is essential to keep in mind that for more than fifty years the curriculum of the public school has been accumulating a mass of material in each of the so-called common branches, which has been taught as a matter of tradition and custom. Some of this work in arithmetic, language, geography, history, and spelling must be retained because it is the fundamental

basis for the education of all learners, but much of the material formerly included in elementary schedules will not stand the test of cultural value or of practical usefulness. In Fall River, where the school period is very short for so large a number of pupils, it is especially important that there should be elimination of valueless subject-matter.

This is not the place for a detailed description of the new course of study. Briefly, some of the most salient features are the following:—

ARITHMETIC. Emphasis upon accuracy and speed in four fundamental operations; frequent drills upon mental work to develop power of reasoning and of rapid calculation; elimination of all useless puzzles, and of problems unrelated to everyday business experiences.

LANGUAGE. The aim is to give pupils ability to use English with correctness and ease in oral and written speech. All useless formalism of technical grammar is omitted. Drills on correct forms are given from first to eighth grades. Knowledge of the essentials of grammar necessary to detect and correct errors in oral and written English is given in seventh and eighth grades. Carefully selected prose and poetic selections from best literature adapted to each grade are studied for their thought-content and as models of expression. The course calls for continuous stress upon oral composition, to be followed by written exercises.

GEOGRAPHY. The earth is studied as the home of man. A rapid survey of the continents is taken in lower grades, with a more detailed and thought-compelling study of all the important countries, in the higher grades. Especial stress is laid upon the commercial and industrial geography of United States and the countries with which she has commercial and political relations.

HISTORY. An adaptation has been made of the plan suggested in the Report of the Committee of Eight of the National Historical Association, which has been generally accepted as an authoritative standard for elementary

schools. Though the essential features of this plan have been retained, there has been considerable modification of the outlines of study.

PHYSIOLOGY AND HYGIENE. All detailed study of anatomy is eliminated and intelligent, practical instruction is called for, from grades one to eight on ways to conserve one's own health and the health of others, on the importance of healthful conditions in homes and neighborhoods, and in general on what makes for right living for the individual and for the community.

Some necessary changes in the course in Reading and Spelling are now under consideration.

Meetings of teachers have been held, at which explanations of work required, methods of presenting grade work to pupils, and various phases of class management have been discussed. In all cities where the transition from nine to eight grades has been made, there have been unavoidable difficulties naturally coincident upon such readjustment. In our own city attempt has been made to minimize these difficulties as much as possible. The earnest efforts of the principals and teachers to co-operate with the Department of Superintendence in carrying out the plans have been most commendable and considerable progress is already noticeable.

Grade tests to be taken at the same hour in all schools of the city have been sent out from time to time by the Department of Superintendence, not so much for the purpose of examination as for demonstrating the kind of work to be emphasized and as a step toward standardizing the grades throughout all sections of the city.

SUSAN H. WIXON SCHOOL.

The opening of the Susan H. Wixon school on Hamlet street, relieved somewhat the congestion in the Southern District. The teachers and pupils began work in this building on November 10, 1913, with Jerome P. Fogwell, Princi-

pal, and Miss Leah Sorel as Principal's Assistant. The district assigned to the new school drew pupils from the Slade, George B. Stone, Fowler, William S. Greene, N. B. Borden, Davenport, Osborn Street, Cambridge Street, and Laurel Lake Schools. Nine rooms for regular grade work and the Kindergarten were opened. On November 24th, there were 23 pupils in Grade VIII., 43 in Grade VII., 44 in Grade VI., 89 in Grade V. (two rooms), 48 in Grade IV., 46 in Grade III., 53 in Grade II., 41 in Grade I., 49 in the Kindergarten; total number, 436. Surely this building was provided none too soon, since its class-rooms were filled so rapidly. Two rooms on the second floor, one for cooking and one for a Fresh-Air School are not yet equipped; neither is the room in the basement, designed for manual training, ready for use. One small class-room has been supplied with movable desks and chairs and is occupied by a Special Class. Another class-room, similar in size and equipment, is to be used shortly for work with small groups of pupils who need special teaching so that they may make up work which they have lost, or failed to comprehend.

As is usually the case, there were difficulties in the process of organizing the school. It is always a trying task to assimilate pupils from so many different sources. Because of the crowded condition in some of the schools from which the pupils came, it had been impossible to bring all the children up to required standards. There was considerable delay because text-books brought by the pupils from their former schools were not uniform in each grade. Mr. Fogwell and the corps of teachers have met the various difficulties with a good working spirit, and another year ought to show the results of the labor given to the classes this year.

SPECIAL CLASSES.

Three kinds of special classes for atypical children, (that is, children above or below the normal, or divergent in some way from the average type) have been established: namely,

the classes for non-English speaking pupils; the ungraded classes for either retarded or gifted pupils; and the classes for the mentally deficient.

Classes for illiterate foreigners have been in existence in this city for several years. In the reorganization of these classes, several changes were found to be necessary. Some of the more important of these were,—the separation of the foreigners into the groups who were beginners in English and those who were more advanced; the careful selection of efficient teachers willing to make a study of this important work, to replace the assistants who did not like this kind of work, but were obliged to accept it until a place in a regular class was offered them.

The ungraded classes are of two types. In some of these groups children of more than average ability are assisted to advance faster than regular classes can proceed. In other groups, pupils retarded from various causes are given help in one or more subjects so that they may get back to regular classes and keep up with them.

The third type of class for atypical children has been called the Special Class. These have really been classes for observation and help for those children whose mental capacity unfits them for work with average pupils. The city system has now four of these classes under the direction of the teachers who were given opportunity to get definite preparation for this difficult work.

The School Board of Fall River sent last year four teachers to Boston, voting these teachers their salary and expenses for a month, while they studied and worked in the Boston classes for backward children. We should at this time again remember the gratitude we owe to the school authorities of Boston, and especially to Superintendent Franklin B. Dyer, and to Miss Ada M. Fitts, Director of the Schools for Backward Children, for the invaluable help they gave to the four Fall River teachers and through them to our city school system. These teachers are doing an astonishing amount of good work, in reading, writing, and

simple arithmetic with their classes while they keep them interested, amused, and rested with various kinds of hand-work, games, and physical exercises.

There is much to be done yet for the three kinds of atypical classes in the way of better equipment, more extended study of plans and methods, and in what may be called "follow-up work," that is, in studying how the work for the foreigners, the ungraded, and the backward pupils, affects the after-life of those who go from these classes, with a view to increasing the efficiency of the methods in the school-rooms. The devotion and industry of the teachers working in all these three types of special classes are most inspiring and gratifying and the results they are getting more than justify the slight increase in salary they are receiving.

The Cooking Room at the John J. McDonough School is doing excellent work in the day and evening classes. The planning of simple, nutritious meals within the means of the family with small income is carefully taught. The proper care of food, right methods of cooking, the ways to avoid waste, methods of serving so that meals will be appetizing and attractive, habits of cleanliness in the kitchen, are all emphasized. A city like Fall River with its thousands of workers for small wages should have several cooking schools to instruct girls in this most essential art in home-making. The room prepared for this purpose at the new Susan H. Wixon School should be equipped at once and there is urgent need for another cooking school in Border City, and in the Eastern section.

There are, in several schools in Fall River, anaemic children and children with tubercular tendencies. Many pupils of this type cannot stay in school because the work of the regular class is too great a strain upon them. Fall River has especial need of following the example of those cities that have established Open Air Schools for weak children. In 1908 the first Fresh Air School was established in this country. This year the number of cities that have these

classes is more than sixty-five. Like all innovations, the first of these schools were frowned upon by the conservatives who doubted their value, and deplored the extra expense. But the physical and mental improvement they have given to children of delicate health proves their worth and the cities that have introduced one as an experiment, are adding more of these Open Air Schools to their system, as fast as the need appears. The room at the Susan H. Wixon School designed for this purpose should be utilized as soon as possible.

THE CONTINUATION CLASS AT THE JOHN J. McDONOUGH SCHOOL.

In many parts of the United States, especially in the more important industrial cities, continuation schools have been established. Both the term "continuation school," and the type of school itself, though they have been well known in England for some time, are somewhat new to this country. In Germany and France, too, these schools have passed far beyond the stage of experiment. This type of school has two general purposes:

1. It offers to pupils while they are at work opportunities for further education and training.
2. It attempts to provide industrial training for those pupils who leave school before the completion of the elementary course and for graduates of grammar schools who do not wish to go to High School. These pupils need very careful vocational guidance.

The Report of the Massachusetts Commission on Industrial and Technical Education, published in 1906, shows that 33 per cent. of the children of this State who begin work between the ages of 14 and 16 are employed in unskilled industries and 65 per cent. in low-grade industries. Dr. Susan M. Kingsbury, one of the members of the Commission who investigated children's occupations, defines "unskilled industries" as those in which "the work is a

repetition of a single or simple operation easily learned in a short time, and in which the knowledge of one part is not essential to that of another." Naturally these call for a low grade of ability and lead to nothing higher. For many young workers forced into wage-earning at 14 years of age, there has been pitiable waste of the years between 14 and 21. This is all the more deplorable, because so many of these young persons have excellent mental ability and strong aptitude for the mechanical arts and trades. It was to help just this class of boys that Mr. John B. Diman, Head Master of St. George's School, Newport, in a far-seeing spirit of philanthropy, gave an endowment in 1912 which made possible the vocational or continuation school in the John J. McDonough building. Mr. Diman has generously paid the salary of the instructor, Mr. Frederick H. Rundall, for two years, and has furnished the best equipment that can be procured for such a shop. The cost of the equipment for the first year was approximately \$500. This included two lathes, operated by electricity, twelve drawing tables, four wood-working benches, all of the necessary tools, (each bench being thoroughly equipped), textbooks, drawing-paper and tracing-cloth. In preparation for the school year of 1913-1914, further equipment at an expense of nearly \$600 was installed. This included a band saw, buzz saw, jointer, motor, shafting, belting, and hangers. Just here it is interesting to note that all the machinery, shafting, etc., in the room was placed in position by the boys, under the direction of Mr. Rundall.

The general plan for the training of the boys, includes the instruction in the use of tools, right ways to sharpen tools, the processes of planing, chiseling, sawing. As soon as a boy is ready he makes some article for practical use, for which he furnishes the material. He assists also in making articles for the use of the schools. Already the boys have made for their own homes, such articles as Morris chairs, telephone tables, library tables, tabourets, and wardrobes. Besides these they have made a large cabinet

for the City Hospital, for filing X-Ray plates and cabinets, window-boxes, and a folding sewing-table for the John J. McDonough School. The boys are now at work upon a filing-cabinet and bookcase for use in the School Administration Building.

A very important feature of this work is the part-time schedule. A number of shops and factories have consented to co-operate with the vocational school. The plan is to have the boys work in the shops and attend school during alternate weeks. The boys are paired, one boy works in a shop while his partner attends school. The next week the work in shop and school is reversed. The boys are paid by their employers the regular wages of apprentices. The co-operation of the employers has been very valuable in the working out of the scheme. The American Printing Company have now two boys in their mechanical department, two boys in the wood-working department, four boys in the folding department. There have been six boys in the folding rooms. Doughty and Welsh are employing two boys in their electrical work; Patten Brothers have two boys in their cabinet-making section; Robert Powers employs two boys in the repair department of his garage; Kilburn and Lincoln, makers of looms and mill supplies, have two boys; Fyans, Fraser and Blackway are using two boys in their machine shops.

While the boys are in school, their mornings are spent usually in the shop. Three afternoon sessions of two and a half hours each are given to instruction in business arithmetic, use of oral and written English, and civics. This academic work is done in a section of the hall of the John J. McDonough School which has been fitted with drawing desks. The School Department furnishes the teacher for this work. Instruction in mechanical drawing, reading and making of blue-prints is given in this same room by Mr. Rundall.

In 1912-13, there were 16 boys in the continuation school. In September, 1913, 9 of these returned for

further training, and 18 new boys entered. The boys have for the most part been of good type, alert, industrious, eager to be inducted into the rudiments of some occupation that would lead to advancement in the industrial world. Specific cases might be cited that prove the important place in the education of boys, filled by the continuation school. A is a bright lad who was forced to go to work so that he might add to the small family income. He has been placed where he can earn a fair amount for a boy of his age and yet continue his education, an opportunity which he thoroughly appreciates. B stayed about one year in this school profiting by all its advantages. The instructor obtained permission for him to enter the Brown & Sharpe tool-making establishment in Providence. Candidates for apprenticeship in this shop must serve a probationary period of six months. After one month of trial, this boy showed such proficiency that the remaining five months were remitted and he entered at once upon his apprenticeship. Other examples of the excellent start it has given to boys might be cited if space permitted. The school is yet in its infancy, but it gives promise of filling satisfactorily an urgent need. Dr. Elmer E. Brown, United States Commissioner of Education, expresses strongly the conviction that the Republic needs a body of citizens no one of whom shall have been wholly lacking in systematic and fairly continuous educational training up to the age of the first exercise of the electoral franchise. He says, "In order that the members of the democracy may fitly discharge the full duty of citizenship, in our rapidly changing society, no year of life up to the age of 21 can safely be left bare of any provision for schooling. For those who continue to devote the later years of this period chiefly to education, such provision is found in high schools, technical and professional schools, and colleges. But what provision shall be made for those who devote these years of their life chiefly to the earning of a livelihood, and for that large number of boys and girls who leave school, for whatever reason, even

before the completion of the elementary course of study?" Boston and other cities in the Commonwealth are answering this vital question by establishing for this class of young workers, schools of salesmanship and other forms of part-time continuation schools whose value is already indisputable. Fall River owes to the generosity and public spirit of Mr. Diman its first example of this much-needed form of education, which has already been a boon for a few boys and has been the means of demonstrating to some parents that instead of attempting to force sons who have no inclination for the scholarly pursuits, into higher institutions of learning, it is better to allow them to follow their bent for the mechanical arts. To parents and children it emphasizes the dignity of skilled craftsmanship and teaches them the fact, which from time to time needs to be demonstrated, that there is bright future in this country for the well-trained worker in the useful arts and trades. The city owes a deep debt of gratitude to Mr. Diman for this invaluable addition to its educational resources.

INDUSTRIAL CLASSES FOR WOMEN IN EVENING SCHOOLS.

Another point I have been asked to cover in this report is the industrial classes in the evening schools. Following the suggestions of the State Board of Education, classes in sewing and cooking were reorganized in the Technical High School and, where possible, in the elementary evening schools. When classes of this type are approved by the State Board the city is reimbursed by the State to the extent of one-half of its expenditures for such classes. Unit courses were established, that is, classes were formed for instruction in one kind of work, like the making of shirt-waists, or of one-piece dresses, or in plain sewing. All pupils in these classes must be over seventeen years of age and must attend regularly two nights a week. Throughout these unit courses the plan was as follows: first, instruction and

demonstration were given by the teacher to the whole class; next, the problem was worked out by the pupils under supervision; then the pupils demonstrated by independent work that they had acquired the power to make garments without assistance. In fit and in details of finish the work must be kept as near as possible to approved trade standards.

Naturally, there was a rush of pupils to the new Technical High School where the well-equipped sewing and cooking rooms, and especially the attractive courses offered, induced many to take advantage of the opportunity to attain skill in the domestic arts. It was not possible to reorganize all the evening sewing classes during this past season, but excellent results were secured in the Technical High School, and in the John J. McDonough, the Samuel Watson, the Davis, the Susan H. Wixon Schools. The evening cooking classes at the Technical High School and the John J. McDonough School were also under the progressive unit system and accomplished very satisfactory results. Again the spirit of intelligent and loyal co-operation of the principals and teachers of these evening classes with the Department of Superintendence cannot be too highly commended. Through the efforts of their instructors the women were led to see the superior advantages of these organized systems over the old custom of work without a definite plan. It is hoped that as a result of the experience gained from the evening classes of the past season, plans for the coming school year may be evolved that will give practical aid to the workers of the city who are willing to devote their evenings to self-improvement in the industrial arts.

There are many points that should be taken up in this report, if time and space permitted, but it has seemed better to lean to the side of brevity rather than to amplification. Certain recommendations, however, should receive considerable stress at this time:

1. A sympathetic understanding and loyal co-operation of the community toward the efforts of the Depart-

ment of Superintendence and the earnest body of teachers for the betterment of the schools.

2. Improvement which must necessarily be gradual but none the less steady in the condition that crowds so many pupils in one class-room, thus forcing the placing of two teachers in a room, which is a detriment to the pupils' educational progress, and an unsatisfactory expenditure of money that could be utilized more effectively.

3. The organization of a system of special training of young teachers for more efficient work in classes for non-English speaking pupils, and for regular classes in buildings where the children are largely from homes where English is not spoken.

4. The equipment of at least two more Cooking schools as soon as possible.

5. The opening of a Fresh-Air Room at the Susan H. Wixon School, for the benefit of children in delicate health.

This seems a fitting time to express my appreciation of the able assistance given by Miss Margaret G. Lynch, the Assistant Supervisor of Primary Grades. Her visitation in the class-rooms and her suggestions at grade meetings have been very helpful to teachers, while her skill in Primary work, her discretion, and her wisdom in conference have made her a very valuable member of the Department of Superintendence.

As I visit schools in all parts of the city, I observe many evidences of the excellent work done by Miss Margaret T. Hurley, Supervisor of Reading, Mr. William E. Braley, Supervisor of Drawing, and his assistant, Mr. William J. Titcomb, Supervisor of Music, and Miss Alice M. Russell, Supervisor of Sewing, and her assistants. The conferences after school hours with individuals and with groups of teachers desiring special instruction bear witness to the fact that Supervisors and teachers desire to give the best service they can to the schools.

I wish to take this opportunity to speak of my pleasure in co-operating with the Superintendent, Mr. Hector L. Belisle. His experience in school work, his untiring study of present-day problems, and his progressive ideas for the betterment of the schools, should produce a marked improvement in the system, and through the medium of the schools, should produce far-reaching effects in the community.

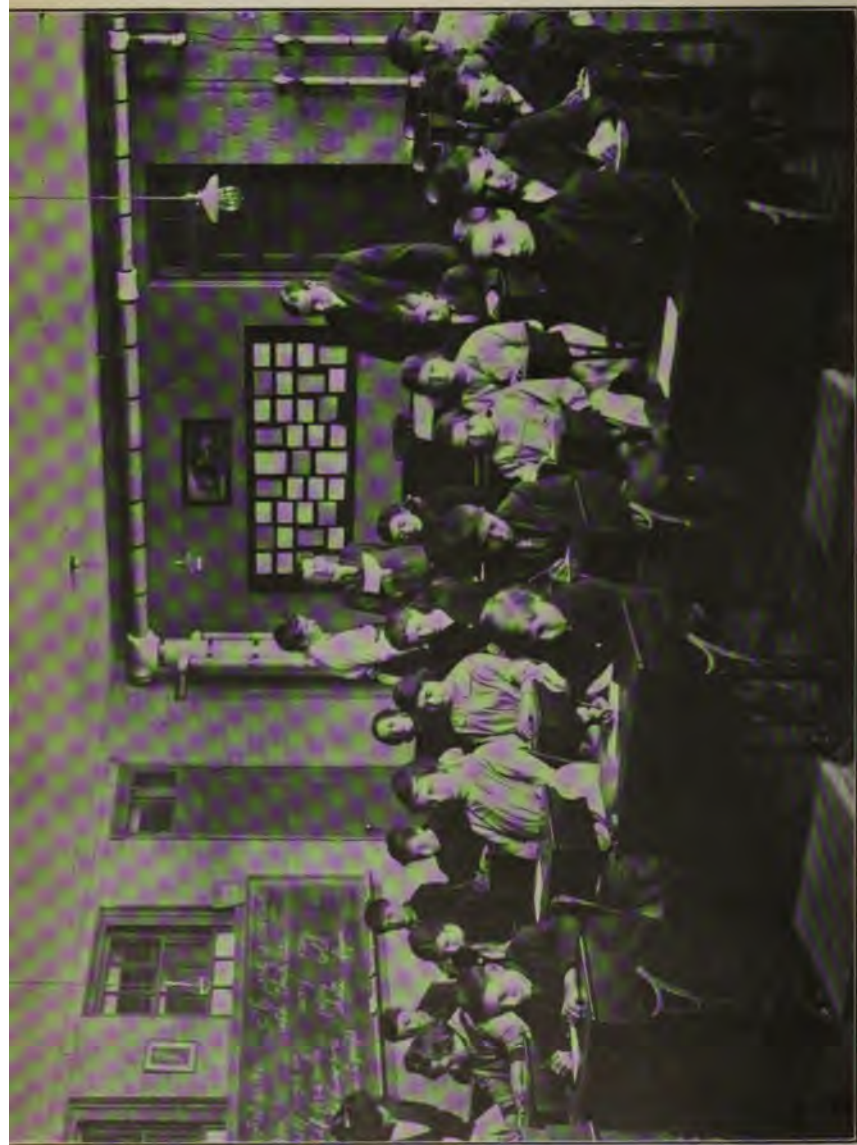
Respectfully submitted,

MARY A. S. MUGAN,

Assistant Superintendent of Schools.



FORGING CLASS, TECHNICAL HIGH SCHOOL.



NEW ENGLISH SPEAKING CLASS, SAMUEL WATSON SCHOOL.



LATHE-WORK, TECHNICAL HIGH SCHOOL.



VOCATIONAL CLASS ROOM, JOHN J. McDONOUGH SCHOOL.
Maintained by John B. Diman Fund.



MILLINERY CLASS, TECHNICAL HIGH SCHOOL.



SEWING CLASS, SAMUEL WATSON EVENING SCHOOL.



COOKING CLASS, JOHN J. McDONOUGH SCHOOL.



SEWING CLASS, SAMUEL WATSON EVENING SCHOOL.

Mr. Hector L. Belisle, Supt. of Public Schools:—

Dear Sir:

I respectfully submit the following report on the Technical High School:

The building stands on the southeast corner of Locust and June streets. It runs along June street for a distance of 158 feet and stretches on Locust street to a distance of 174 feet. It covers the whole of the lot selected for the purpose with the exception of about ten feet which is used for a passageway to receive and take away materials. It stands four stories in height and has no basement.

The school is built of what is known as slow-burning construction and is practically fireproof. All of the corridors and rooms are separated by walls of brick which run up through the whole height of the same. The exterior construction of the building is of gray brick with granite trimmings up to the first floor and limestone trimmings for the remainder of the stories. The panels of the window frames are of steel. The lower floors and corridors are of terrazo floors and the flooring throughout the rest of the building is of maple. The general finish of the building is of North Carolina pine. The stairways are of iron and slate, and the corridors throughout the building are 14 feet in width. The finish of all the rooms below the dadoes is of hard plaster and above, the finish is of plaster with what is known as carpet felt. The whole construction rests on steel columns and steel beams which are concealed from view by the plaster finish.

The main entrance to the building is on June street, and it is located exactly in the center of that front. This entrance leads to the first floor where the machine shop, forge room, and other branches of the work is carried on.

To the north and south of this main entrance on June street are two entrances which lead up to the second floor. There is an entrance on the Locust street side which leads to the second floor. In the rear are two entrances.

Taking the first floor of the building there is the sheet metal and gas engine department, a room 32 feet by 39 feet where benches, sheet metal appliances, etc., will be installed. Adjacent to that is the machine room 80 feet by 32 feet which will contain the large planers, large lathes, grindstones, and similar machinery. In connection with the machine shop there is a room 39 by 32 which is used as a locker room. This contains 300 lockers where the boys can hang up their clothes for working. It is fully equipped with plenty of wash-bowls for toilet purposes after the machine shop work.

Then there is the blacksmith shop and forge room on the same floor. This is located below the modelling and pattern room above, from which the boys can come with their patterns and do their molding and forging. Adjacent to the machine shop is a lecture room 21 feet by 30 feet where the students can go and have the work demonstrated to them. On this floor there are also rooms for the janitors with plenty of space for the storage of materials which they will use. On the first floor to the left of the entrance are two rooms 29 by 32 feet used for printing and electrical engineering. On the north side of the building, the Locust street side, on the first floor, are two lunch rooms 30 by 26 and 31 by 45 and a kitchen 10 by 20. The lunch room contains a long counter and the kitchen is located directly in the rear of it.

On the northeast corner of the building on this floor is located a large fan for the ventilating system of the building, the Webster Warren system, and heating apparatus which is practically new in this section of the country, but is in high favor wherever it has been used. By means of an intake, which is attached, the cold air can be taken from the outside and passed through an auto-

matic system of thermostats, so that it is possible to keep the building heated at 70 or whatever other degree is required.

On this floor are also located engine room, 24x24, the boiler room 28x40, the pump room, 10x25, and the switch-board room, 16x24.

On the south side of the forge room, the building is only one story high and is built, of course, in the form of a hollow square for the remainder of the height of the building. There is a coal bin on the first floor on the east end of the building with a capacity of 75 tons of coal and hoisting apparatus is rigged at this end for the use of the janitors in putting in and taking out materials.

In the center of the building on the first floor is located the assembly hall which is figured to seat 700 pupils, although only 600 chairs have been ordered up to the present time. This assembly hall extends up through two stories with a balcony or gallery on the north side. There is a very roomy stage on the floor of the assembly hall with small ante-rooms on the east and west ends of it and staircases leading down to it from the story above.

On the second floor of the building on the southwest corner are located the rooms of the wood-working department, with the planers, benches, and other utensils for this branch of the school work. There are three of these rooms, one for wood turning, with the necessary lathes and other machinery, 70x30; one for bench work, 39x32; and a saw and lumber room, 39x32. In the wood-turning rooms there is the usual demonstration platform where the students may sit and have their work explained to them before they take it up on the machines. The present equipment of the wood-turning department consists of 24 benches. On this floor there is an emergency room which leads down to the forge room and blacksmith shop below. Then there is a room for the first year work in wood-work and general carpentry where all work will be done by hand. This is equipped with 24 benches. In

these rooms cabinets are placed for the display of the finished work.

In the front, right over the June street entrance, on the second floor is located the principal's office, which is 21x29. Adjacent to this is the clerk's office, 10x20, a waiting room, 10x10, and book room, which connects with the principal's office, which is 10x18. On the northwest corner of the second floor is a class room, which is used for the German students. This class room is 39x32.

On the third floor are rooms for the English department, history department, retiring rooms for the men and women teachers, French department, Spanish department, the bookkeeping department, and the banking department. There are small recitation rooms on this floor for each of the above-mentioned departments. On the west end of the building on this floor is located the library, 29x32, which will be equipped with eight library tables and the necessary cabinets for holding books. The bookkeeping room is equipped with 40x23 regular bookkeeping desks.

In the center of the third floor is located the drill hall, 58x60, with the necessary gun racks and other equipment. It is used as a typewriting room. There is not a post in this large hall.

On the fourth floor rooms for instruction in domestic science, physics, and chemistry are located. On the southwest corner of the building are located the dress-making, costuming, millinery, and stock rooms. On the south side of the building on this floor is located the physical laboratory, with its demonstration platform and the work room attached. There is also a lecture room connected. The chemical laboratory, with its adjacent work room is located on the southeast corner of the floor. On this floor are also located the free-hand, mechanical, and architectural drawing rooms with a small room to be used as a blue print room.

The domestic science room on this floor is a large room and connected with it are a bedroom, a dining room, a

china closet, and a pantry. There are also class rooms on this floor. The dimensions of these rooms are about similar to those on the floor below and directly underneath.

The aim of the Technical High School is a high school having the distinct purpose of preparing boys and girls, who are graduates of the grammar schools for the positions of great responsibility in the industrial and commercial life, requiring skill and technical knowledge. While opportunities are provided for the few boys and girls who want drawing, domestic arts and shop work for entrance to higher schools, it is not the primary idea of the Technical High School to fit for college. All courses are four years in length.

These courses are planned to meet the requirements most commonly recognized in a community like Fall River and generally demanded by the largest groups of pupils. Other complete courses will be arranged by selecting subjects from the academic, commercial, industrial, and technical departments if necessary to meet the needs of industrial pupils provided they are selected in logical order and have a definite relation to the ultimate aim of the pupil.

While the school will offer a four-year course in the following branches, technical course for boys, technical course for girls, clerical course, and business course, it recognizes the fact that many children cannot afford to give so much time to education beyond the grammar school. Hence the work is planned so that the work of the first two years, so far as it goes, is complete in itself; so that pupils that leave school at the end of two years will have had, up to that time, the best preparation the school can give.

The technical course for boys gives an all-round academic education in English, history, foreign languages, science, and mathematics, in addition to shop work. After the first two years opportunities will be provided for

boys to take extra technical work, preparing for definite positions in the industries. During the last year a boy may specialize in woodworking, metal working, electricity, architectural drafting, or mechanical drafting, etc. In this way the school provides the best training for efficient service as intelligent and skilled mechanics, electricians, builders, draftsmen, etc.

It is the aim of the school to offer in its technical course for boys an exceptionally strong general education, particularly for those who do not know what they are best fitted for. It tends to reveal to them their dominant powers and aptitudes through the diversified activities of the class rooms, drawing rooms, and shops. Later in the course opportunities will be provided for specialization. In this way boys will be more likely to make a wise choice of occupation.

The business course for boys prepares for the more responsible positions in business life. It differs from the clerical course in that it gives a general broad education with a great deal of time devoted to general business subjects; such as, business organization, commercial design, advertising, and salesmanship, and less time to typewriting and stenography, etc.

This course offers an excellent opportunity to strong active boys who are ambitious for a career of business usefulness. The course includes English, reading knowledge of French or German, or Spanish, correspondence, accounting, typewriting, and penmanship, industrial chemistry, commercial mathematics, economics, commercial design, etc. Special lectures will be given frequently by business men on salesmanship, general business, economics, and civic subjects.

The aim of the technical course for girls is to meet the needs of four classes of girls.

First: Those who expect to become wage earners, but who can give four years of preparation that will enable

them to enter a skilled occupation as teaching of household arts, millinery, trained nursing, designing, and many other lines of work open to the trained woman.

Second: Those who wish to secure a high school education coupled with a study of household arts and sciences.

Third: Girls who have done creditable work in drawing will find ample opportunity for further training in the arts and crafts.

Fourth. The girl who has no definite future occupation, but is simply going to stay at home, may cultivate her mind and spirit through the study of household arts and sciences.

The various courses of instruction are planned to develop womanly attributes and to train for distinctly feminine occupations. The academic subjects are English, history, mathematics, chemistry, physics, economics, and drawing. A course in household accounts and one in nursing will be given. The work in the class room deals as far as possible, with the problems of every-day living. In mathematics attention is given to weighing, measuring, and cost of materials, used in the home and shop. In chemistry a study is made of those substances with which a pupil is in contact every hour of her life—air, fire, water, food, clothing, etc. Physics deals with the question of heating, lighting, and sanitation of the home. In connection with the work in household arts an excellent kitchen with dining-room and bedroom is provided for the teaching of the care of a model flat.

The aim of the clerical course is to prepare boys and girls as clerks, secretaries, bookkeepers, stenographers. The first two years of the clerical course is planned to meet the needs and demands of the pupils who wish to prepare themselves for employment in mill offices, stores, etc. The subjects taught the first two years are English, rapid calculation, correspondence, bookkeeping, and typewriting. The work is designed to give immediate practical benefits to

pupils who do not plan to complete a high school course, but who may desire to attend school for a limited period of two years. The instruction offered is highly specialized along commercial lines with a small amount of academic work. During the last two years the pupil may specialize either in stenography or bookkeeping and accounting.

Respectfully submitted,

W. H. DOOLEY.

B. M. C. Durfee High School.

GRADUATING EXERCISES

CLASS OF 1913.

FRIDAY, JUNE 27, 1913.

PROGRAM.

1. Overture, "The Turk in Italy," Rossini
Hoppé's Orchestra
 2. Chorus, "The Processional," Mendelssohn
Class of Nineteen Thirteen
 3. "Gems from the Manhattan Opera House," Tobant
Hoppé's Orchestra
 4. Address, "The Value of an Education."
James J. Walsh, M. D., Ph. D., LL. D.
 5.

{	a. "Meditation from Thais," Massenet
	b. "Poupee Valsante," Poldini

Hoppé's Orchestra
 6. Presentation of Diplomas.
By William A. Dolan, M. D., Chairman of the School Committee.
 7. Class Ode, Words by George Bertram Jones
Class of Nineteen Thirteen
-

CLASS ODE.

Sadly, yet brave at heart,
Soon from these doors we part,
Never to meet again within these walls.
Dear friendships have been ours,
Under these lofty towers;
Now we must hasten on, for duty calls.

Teachers, classmates, good-bye;
We leave with parting sigh
These pleasant scenes of hours bright and free.
Loyal, steadfast, and true,
Old school we'll be to you,
Always rememb'ring the years at Durfee.

—George Bertram Jones.

GRADUATES.

CLASS OF 1913.

GENERAL COURSE.

Miriam Estella Bagshaw	Edith Marguerite Kidd
Florence Davol Batt	Hazel Wilbur Kimball
Jeannett Bedrick	Jacob Kline
Eunice Elizabeth Blinn	Louis Krasnow
Raymond Vincent Borden	David Lash
Mabel Adelaide Bosworth	Oreglia Matilda Lavagnino
Charles Francis Brady	Margaret Lucas Lawrence
Kathryn Claire Burns	Ellen Mahoney MacDonald
Bessie Albertine Burt	Augustus McKenna
Margaret Mary Frances Cahill	Edward Lester Merritt
Sarah Alice Carey	Ethel Adelaide Moore
Angela Rosella Casey	Georgiana Della Morin
Hilda Chadwick	Gertrude Agnes Murphy
Edna Mary Clifton	Hazel Mary Murphy
Elizabeth Gertrude Connolly	Marguerite Cecilia Murphy
Elizabeth Beatrice	Grace Crammond Nicholson
Magdalene Conroy	Stephen Harold Noble
Agnes Genevieve Crofton	Jessie Madonna Louise Ogden
Elizabeth Adelaide Considine	Madeline Mary Parent
Henry Cletus Creighton	Kathleen Phillips
Mary Florence Cuttle	Kathryn Frances Power
Andrew Lincoln Davis	Loretta Frances Quinn
Louise Taylor Dean	Julia Keefe Reagan
John Ambrose Delchanty	Mary Joseph Reddy
Aileen May De Marteau	Marion Manola Reynolds
Edmond Leonide Desautels	Alice Palmer Rimmer
Cora Dinsmore	Winifred May Rudge
Cecilia Veronica Dion	Margaret May Shea
Mary Nichol Douglas	Jennie Silverman
Mary Frances Dittmer	Mildred Dearden Simmons
Genevieve Catherine Duffy	Mabel Viola Slade
Hazel Durfee	Alice Marie Smith
Marguerite Veronica Flynn	Lizzie Smith
William Joseph Flynn	Mabel Mary Smith
Sara Patricia Gallagher	Viola Estella Snell
Howard John Garlick	Blanche Olive Sorel
Annie Louise Gavigan	John Francis Sullivan
Florence Granovsky	Dorothy Martha Taylor
Hannah Cecilia Higgins	George Everett Whittaker
Sadie Agnes Hoar	Florence Wilmarth
Clara Gertrude Holdsworth	Bertha Winarsky
Raymond Lester Holt	Elsie Ednie Wood
George Herbert Howland	Pasquale Vioni
Florence Luella Jewell	

COLLEGE COURSE.

John Francis Broderick	Lillian Stewart Gray
Thomas Joseph Carey	Ernestine Richardson Hamm
Lucile Hall Coaker	Alice Elizabeth Jesseman

Madeline Ware Cobb
 John Dennis Coffey
 Margaret Comey
 John Edward Connors
 Ida Chace Cross
 John William Cummings, 2nd
 Owen Eagan
 Irene Stuart Earl
 Marion Lord Edgar
 Helen Gifford
 Janet Gordon

Mary Elizabeth Judge
 John Jeffrey Manning
 George Edward McCarthy
 Charles Francis McDermott
 Hymen William Radovsky
 Harold John Regan
 Eugene Louis Sharkansky
 Herbert Francis Sullivan
 Louise Carol Titcomb
 Sarah Louise Watters
 Mildred Fallows Wilde

TECHNICAL COURSE.

Harold Gifford Arnold
 Earle Clinton Brown
 William Manning Cleare
 James Louis Connolly
 George Arthur Dubois
 Walter Irving Holt
 Hartley Cranston Humphrey
 William Brown Hunter
 Edward Joseph Jackson
 George Bertram Jones
 Ambrose Kenworthy

Clarence Allen Lawton
 Fred August Christian Lichtfeldt
 Charles Macarosky
 Leo Augustine Joseph McNally
 Harry Benjamin Mills
 John Raymond Ramsbottom
 Elmer Garfield Sabens
 George Hobart Stebbins
 Norman Lincoln Towle
 Harold Griffiths Walmsley
 Chester Waring Williams

COMMERCIAL COURSE.

Harvey Ashton
 William Francis Arthur Clark
 Anna May Cohen
 John Raymond Corbett
 Benjamin Franklin Davis
 Hollis Hathaway Davis
 Raymond Chandler Dexter
 Lillian Gourse
 Gertrude May Griffiths
 Betty Howarth
 Michael Meyer Levin
 Bessie Viola McCreery

Florence May Melvin
 George Edward Mercier
 George William Murphy
 Edith May Reynolds
 Harry Louis Shenk
 Harriet Smolensky
 John Edward Sullivan
 Mary Agnes Sullivan
 Beatrice Edith Tatem
 Ruth Winslow
 Mabel Fielden Woods
 William Wood, Jr.

Certificates for the completion of four years' work are also granted to the following:

Annie Allen
 Marion Woodman Allen
 Vera Allen
 Hildreth Borden
 Rose Veronica Burke
 Helen Floyd Deane
 Lida Parker Durfee
 Katherine Huntly Gordon

Albert Wellington Brayton Field
 Marion Elizabeth Grammer
 Stephen Henry Handfield
 Mildred Mackay
 Chester Arthur Macomber
 Ruth Hilda Shogam
 Helena May Slatery
 Mabel Blanche Wilkinson

HOLDERS OF ALUMNI SCHOLARSHIPS FOR 1913-1914.

The Mary B. Young Scholarship, \$200 to James L. Cummings, 1910.

The John S. Brayton Scholarship, \$200 to John D. Coffey, 1913.

The James Madison Morton, 3d, Scholarship, \$250, to Frank G. Gifford, 1912.

The Alumni Scholarship No. 1, income of \$4,100 to Ernest Halliwell, 1912.

Class of 1892 Scholarship to John Raymond Ramsbottom, 1913.

STATISTICS.

I. POPULATION.

Population, Census of 1910	119,295
Population, April 1st, 1913, (estimated)	119,814
Children between 5 and 15 years of age, September, 1913:	
Males, 10,992; Females, 10,768	21,755
Increase	530
Children between 7 and 14 years of age, September, 1913:	
Males, 8,670; Females, 8,460	17,130
Increase	654
Illiterate minors, over 14 years of age	1,462
Increase	23

II. SCHOOLHOUSES.

Number occupied, December, 1913	53
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(a) ROOMS.

High Schools:

Number of recitation rooms	47
Number of laboratories	6
Number of shops, industrial and commercial rooms	13

Total rooms for instruction	66
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Elementary Schools:

Grammar classrooms	89
Primary classrooms	240
Special and ungraded rooms	11
Suburban ungraded	10
Kindergarten rooms	*7
Normal Training classrooms	†2
Cooking rooms	1
Vocational classrooms	1

Total	361
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(b) SITTINGS.

High Schools:

In B. M. C. Durfee High School	741
In Technical High School	624
Totals	1,365

Elementary Schools:

In grammar schools	4,238
In primary schools	12,858
In special and ungraded rooms	492
In suburban ungraded schools	434
Totals	18,022
In kindergartens	336

*One rented.

†Section of hall counted as one room.

FINANCES.

Report for the Year Ending December 31, 1913.

GENERAL EXPENSE FUND.

INCOME.

Appropriation, Direct Taxation	\$19,000.00
Appropriation, General Revenue	1,000.00
Receipts	7,106.31
Part of Municipal Loan No. 3, 1913	2,500.00
	\$29,606.31

EXPENDITURES.

For Advertising, Annual Report, Printing, School Directory	\$1,436.16
Books and Supplies	22,993.49
Carriage Hire, Car Tickets, Travel	519.31
Cooking Supplies	379.87
Electric Power	237.85
Express, Freight, Teaming	538.95
Graduation Incidentals	455.65
Horse Keeping	181.00
Incidentals	65.05
Rent of Armory and Janitor Service	300.00
Office Supplies	42.00
Rent of Chairs	277.15
School Census	720.00
Stationery, Postage and P. O. Box Rent ..	723.53
Telegrams and Telephones	147.15
Training Teachers	120.00
Truants, Board and Committing	453.22
Total expenditures	
	\$29,590.38
Balance,	\$15.93
Transferred to Contingent Fund,	\$15.93

ANNUAL SCHOOL REPORT

SALARIES FUND.

As of the Fiscal Year 1912.

INCOME.

Appropriation, Direct Taxation\$19,236.59

EXPENDITURES.

For Salaries Fund Overdraft 1912\$19,236.59

Fiscal Year 1913.

INCOME.

Appropriation, Direct Taxation \$330,000.00

Appropriation, General Revenue 70,000.00

\$400,000.00

EXPENDITURES.

For Attendance Officers \$5,677.50

For Clerical Assistance 3,444.80

For Janitor Service extra 36.00

For Secretary 138.88

For Summer School Teachers 1,137.60

For Superintendent and Assistant 4,291.09

For Teachers 376,522.49

For Transportation of Pupils 540.00

For Unpaid Salary claims (2 weeks) ... 21,393.77

\$413,182.13

Apparent Deficit \$13,182.13

EVENING SCHOOLS FUND

INCOME.

Appropriation, Direct Taxation \$10,500.00

Appropriation, General Revenue 1,000.00

Appropriation, Part of Municipal Loan

No. 3 3,500.00

\$15,000.00

EXPENDITURES.

For Advertising \$74.09

For Books and Supplies 949.78

For Freight and Teaming 31.25

For Printing and Posting Notices 65.00

For Sewing Machines 134.00

For Teachers 13,644.25

For Typewriting 8.00

For Writing Certificates 39.50

\$14,945.87

Balance transferred to Contingent Fund ...

54.13

\$15,000.00

SPECIAL FUNDS.

B. M. C. DURFEE FUND.

Cash on hand January 1, 1913	\$1,303.49	
Receipts in 1913	2,513.70	
		\$3,817.19
Expended to January 1, 1914		2,025.00
		<u>\$1,782.19</u>

DAVIS PRIZE FUND.

Cash on hand January 1, 1913	\$110.13	
Receipts in 1913	65.30	
		\$175.43
Expended in 1913		105.00
		<u>\$70.43</u>
Cash on hand January 1, 1914		

JOHN B. DIMAN TRUST FUND.

For the School Year 1912-13.

Jan. 1, Balance	\$1,704.67	
Interest credited on deposit in Fall River National Bank	13.60	
		<u>\$1,718.27</u>

EXPENDED.

For Salary of Teacher	\$1,129.00	
For Salary of Janitor	31.00	
For Equipment and Supplies	248.34	
		<u>\$1,408.34</u>
Balance paid to John B. Diman, in accord- ance with trust deed		\$309.93

JOHN B. DIMAN TRUST FUND.

For the School Year 1913-14.

Cash received from John B. Diman and deposited in Fall River National Bank	\$2,800.00	
Interest credited on deposits in Fall River National Bank	4.74	
		<u>\$2,804.74</u>

EXPENDED.

For Salary of Teacher	\$720.00	
For Salary of Janitor	10.00	
For Equipment and Supplies	234.48	
For Express and Freight	44.78	
		<u>\$1,009.26</u>
Balance, January 1, 1914		<u>\$1,795.48</u>

SUMMARY.

The following table shows the expenditures for school maintenance for the fiscal year ending December 31, 1913.

EXPENDED BY THE SCHOOL COMMITTEE:

Salaries, Day Schools.....	\$411,024.96	
General Expenses, Day Schools.....	29,590.38	
Salaries, Evening Schools.....	13,644.25	
General Expenses, Evening Schools.....	1,301.62	
		\$455,561.20

EXPENDED BY PUBLIC BUILDINGS DEPT:

Fuel	\$ 22,618.13	
Insurance on Boilers.....	575.00	
Janitors' Salaries.....	57,130.07	
Janitors' Supplies.....	2,512.08	
Lighting	1,984.44	
Repairs on School Houses.....	29,625.28	
		\$114,445.00

EXPENDED FROM SPECIAL FUNDS:

B. M. C. Durfee Fund.....	\$2,035.00	
Davis Prize Fund.....	105.00	
John B. Diman Fund, 1912-1913	1,408.34	
" " " " 1913-1914	1,009.26	
Total.....		\$4,557.60
Total expenditure for school purposes.....		\$574,563.80

NORMAL TRAINING SCHOOL.

Number of pupil-teachers enrolled during year 1913.....	76
Number of pupil-teachers graduated in June, 1913	14
Number of pupil-teachers admitted in September, 1913.....	30
Number of pupil-teachers in senior class, December, 1913..	20
Number of pupil-teachers in junior class, December, 1913..	37
Number of half days substituting by pupil-teachers	520

TABLE SHOWING HIGH SCHOOL
ENROLLMENT BY GRADES.

B. M. C. DURFEE HIGH SCHOOL.

Classification.	Boys.	Girls.	Total.
Ninth Grade	74	129	203
Tenth Grade	89	94	183
Eleventh Grade	49	83	132
Twelfth Grade	39	92	131
Graduates and specials	..	5	5
	251	403	654

TECHNICAL HIGH SCHOOL.

Classification.	Boys.	Girls.	Total.
Ninth Grade	126	85	211
Tenth Grade	28	60	88
Eleventh Grade	56	38	94
Twelfth Grade	19	32	51
	229	215	444

GRAMMAR SCHOOLS.

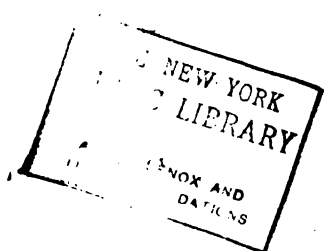
AVERAGE AGE OF GRADUATING CLASS, JUNE, 1913.

	No. of Graduates.	Average Age.
BORDEN	35	14 Y. 8 M.
DAVENPORT	54	14 Y. 10 M.
DAVIS	37	14 Y. 8 M.
FOWLER	27	14 Y. 6 M.
GEORGE B. STONE	19	14 Y. 9 M.
HIGHLAND	33	14 Y. 6 M.
JOHN J. McDONOUGH	21	14 Y. 9 M.
LINCOLN	26	15 Y. 0 M.
NATHANIEL B. BORDEN	33	14 Y. 9 M.
SAMUEL WATSON	16	15 Y. 0 M.
SLADE	32	14 Y. 10 M.
UPPER NEW BOSTON	3	13 Y. 10 M.
WATUPPA	4	13 Y. 5 M.
WESTALL	47	14 Y. 7 M.
WILLIAM J. WILEY	10	14 Y. 9 M.
WILLIAM S. GREENE	22	14 Y. 5 M.
	419	14 Y. 8 M.

SIGHT AND HEARING TESTS.

	No. of pupils examined.	No. found defec- tive in sight.	No. found defec- tive in hearing.
1909	14,452	2,526 or 17.5%	477 or 3.3%
1909	15,371	2,209 or 14.4%	442 or 2.9%
1910	14,782	2,291 or 15.5%	395 or 2.9%
1911	14,523	2,164 or 14.3%	323 or 2.2%
1912	14,340	2,230 or 15.5%	289 or 2%
1913	14,654	2,063 or 14.1%	301 or 2.1%

Copicut.....	1-8	4	6	10	9	7	77.8	1	1
North Fall River.....	1-9	9	15	24	16	15	98.7	1	1
Upper New Boston.....	1-9	16	16	33	26	24	92.3	1	2
Watuppa.....	1-9	11	15	26	24	23	91.7	1	1
KINDERGARTENS									
Bedford Street.....		34	44	78	47	37	78.7	1	2
Border City.....		27	34	61	43	35	81.4	1	2
John J. McDonough.....		26	53	79	47	35	74.5	1	2
Pleasant Street.....		35	41	76	41	30	73.2	1	2
William J. Wiley.....		17	10	27	26	23	88.5	1	2
William S. Greene.....		38	22	60	44	36	81.8	1	2
		8,471	8,182	16,608	14,092	13,569	92.4	372	522



REPORT OF THE EVENING SCHOOLS

ADVANCED AND SPECIAL CLASSES.

For the Term Beginning Nov. 4, 1913, and Ending March 5, 1913.

Advanced and Special Schools	Whole No. of Pupils enrolled		Totals	Average Attendance	No. of rooms used	No. of teachers at beginning of term	No. of teachers at end of term	No. of day school teachers
	Males	Females						
Lincoln Advanced	210	101	311	113	8	9	8	5
Osborn St. Advanced	198	86	284	121	4	9	8	6
Totals			595	234	12	18	16	11
N. B. Borden (Civil Service Class)	138	10	148	56	5	8	8	6
Free Hand Drawing	56	54	110	32	1	5	3	2
Arch. and Mech. Drawing	28	0	28	10	1	2	1	1
Totals			138	42	2	7	4	3
Sewing Border City		55	55	16	1	2	3	1
Davis		48	48	21	1	2	2	2
J. J. McDonough		76	76	28	1	2	3	2
Lincoln		47	47	13	1	2	2	0
Totals			226	78	4	8	10	5
Cooking, J. J. McDonough		73	73	22	1	1	2	2

REPORT OF THE ELEMENTARY EVENING SCHOOLS

For the Term Beginning Nov. 4, 1912, and Ending March 5, 1913.

ELEMENTARY	Whole No. of Pupils Enrolled		Totals	Average Attendance	No. of Illiterates Enrolled	No. of Rooms Used	No. of Teachers at Beginning of Term	No. of Teachers at End of Term	No. of Day School Teachers
Border City	83	36	119	55	55	2	4	4	3
Broadway	105	31	136	68	110	3	9	7	7
Chace	115	58	173	70	49	2	7	7	7
Columbia Street	118	96	214	136		4	16	15	8
Davenport	98	24	122	52	30	2	6	4	4
Davis	199	90	289	139	133	6	18	13	18
John J. McDonough	57	53	110	37	10	2	6	5	3
Lincoln	102	51	153	63	10	2	8	4	8
Lindsey Street	78	25	103	63	46	2	5	4	1
Mount Hope Avenue	41	15	56	24	45	2	6	2	6
Pine Street	134	93	227	151	157	4	15	14	7
Pleasant Street	115	66	181	117	110	3	15	12	10
Slade	228	84	312	120	87	6	16	12	13
Tucker Street	69	30	99	38	36	3	5	4	3
TOTALS	1542	752	2294	1133	878	43	136	107	98

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REPORT OF ATTENDANCE OFFICERS

FROM SEPT. 1912 TO JUNE 1913.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
No. of investigations with Blanks	477	807	648	574	971	714	598	985	819	552	7305
No. of investigations without Blanks.	225	246	235	196	315	246	214	206	275	192	2350
No. of Transfers investigated.	866	273	283	150	149	134	127	229	107	97	2405
No. of Contagious Diseases investigated.	10	29	33	38	66	121	124	314	279	131	1145
No. of investigations of Evening School Pupils.	0	0	95	154	212	158	0	0	0	0	625
No. of Children taken in belonging to Public Schools.	83	61	31	33	49	37	23	44	37	25	423
No. of Children taken in belonging to Parochial Schools.	10	7	12	10	26	3	24	29	33	21	175
No. of visits to Parochial Schools.	52	68	56	55	75	67	59	84	77	50	643
No. of Truants before Court.	1	16	7	6	9	6	6	4	10	8	73
No. of Truants Committed to Union Training School.	0	3	1	0	1	2	0	0	0	2	9
No. of Mills, Shops and Stores investigated.	83	57	61	18	15	19	22	76	28	40	418
No. of Children out of School on account of Contagious Diseases.	22	96	97	123	147	327	299	525	488	243	2866

ORGANIZATION OF THE SCHOOLS.

DECEMBER, 1913.

B. M. C. DURFEE HIGH SCHOOL.

Rock Street, Between Cherry and Locust Streets.

	Date.
Frederic W. Plummer, Principal	1912
Willard H. Poole, Vice-Principal, Physics, Chemistry.....	1895
George F. Pope, Mathematics	1877
Hannah R. Davis, English	1870
Emily E. Winward, French	1875
Gertrude M. Baker, English	1896
Harriet A. M. Smith, French	1884
Asa E. Goddard, Mathematics, Astronomy, Geology	1900
Harriet T. Marvell, Physiography, Hygiene	1897
Eunice A. Lyman, History	1893
Susan W. Stevens, German, Mathematics	1893
Robert R. Goff, Mathematics	1903
John S. Burley, English	1905
Alice B. Damon, Botany, Zoology	1906
David E. Greenaway, History	1907
Helen H. Irons, French	1907
Lena P. Abbe, Algebra	1908
Florence E. Locke, German	1908
David Y. Comstock, Latin	1909
Ralph M. Small, Latin	1910
Harriet D. Proctor, German	1910
William D. Morrison, Mathematics	1911
Alice G. Langford, Latin, History	1911
Ansel S. Richards, English	1911
Ernest Cobb, English	1912
Clinton B. Wilbur, Greek, Latin	1912
Anna G. McCarty, History	1913
Loretta Galligan, Latin	1913
Marie Dubuque, English, (Student-teacher)	1913
John H. Reilly, English, (Student-teacher)	1913
Frances Blake, Chemistry	1913
William S. Guptill, Physics	1913
Samuel N. F. Sanford, Secretary, Librarian	1906
*C. Frederic Wellington, Assistant Secretary	1912

*Resigned December, 1913.

TECHNICAL HIGH SCHOOL.**June Street, Corner of Locust Street.**

	Date.
William H. Dooley, Principal	1913
Orman E. Bassett, Mathematics	1913
Laura B. Batt, Biology (Student-teacher)	1913
Joseph O. Carroll, Chemistry	1913
Mary B. Connors, Sewing	1913
William A. Dolan, Forging	1913
M. Margaret M. Doyle, English	1913
Clara S. Fiske, General Science	1913
J. Albert Folsy, French	1913
Mary F. Gallagher, Commercial Subjects	1913
J. Edward Goss, Mechanics, Mechanical Drawing	1912
E. Grace Hartman, Sewing	1913
Charles F. Howland, Commercial Subjects	1906
Louise C. LaPorte, French	1913
Florence Leighton, Mathematics	1913
Willa B. Lake, Cooking	1911
Inez McCaffrey, English (Student-teacher)	1913
Rose E. McHale, Typewriting	1913
Alice Meehan, Sewing, Drawing	1913
Alexander L. Quinn, English, Spanish	1912
Hubert M. C. Skinner, Machine Shop Work	1902
Mary Smith, English, Hygiene	1913
Maud Ide Streeter, Fine Arts	1913
Daniel Sullivan, Machine Shop Work	1913
Blanche A. Verder, History	1911
Joseph A. Wallace, English	1913
Urban A. Wallace, Woodworking	1913
James Wallis, Stenography	1891
Mary H. Warren, History	1913
Edna Wilson, German	1913
Lawrence Winder, Electricity	1913
William J. Woods, Mechanical Drawing	1891
Anna F. Walsh, Secretary	1913

NORMAL TRAINING SCHOOL.**WILLIAM S. GREENE SCHOOL BUILDING.****Cambridge Street, Corner Lapham Street.**

	Date.
Anna W. Braley, Principal	1896
Ruth Negus, Vice-Principal	1882
Winifred F. Chase, Instructor	1907
Mabel L. Stuart, Instructor	1896

	Grade.	Date.
Cecilia M. Doran, Principal's Assistant	VIII.	1903
Emily L. Clegg	VII.	1904
Margaret M. Clarkson	VI.	1910
Lottie W. Wainwright	V.	1909
Gertrude M. Hurley	IV.	1905
Maude L. Sampson	III.	1904
Della I. Hassett	II.	1892
Leonora A. Donovan	I.	1909
Maude E. Buffinton, Kindergartner		1896
Florence M. Kennedy, Kindergartner Assistant		1912

BEDFORD STREET KINDERGARTEN.

Bedford Street, Corner of Ford Street.

	Date.
Frances S. Buck, Principal	1911
Bessie F. Brownell, Assistant	1911

BORDEN SCHOOL.

Rock Street, Between Brownell Street and President Avenue.

	Grade.	Date.
Charles E. Reed, Principal		1896
Anna E. Shay, Principal's Assistant	VIII.	1901
Eliza E. Keeher	VII.	1897
Mary J. Bean	VI.	1892
Jessie L. Foster	VI., V.	1887
Ella LeBeau	V.	1892
Catherine Kerrigan	V.	1894
Jennie A. Weathern	IV.	1895
Isabel Ashley	IV.	1899
Lydia M. Smith	IV.	1895
Ida A. LeBoeuf	IV.	1908
Sara H. French	III.	1898
Mary V. McCarty	III.	1906

BORDER CITY SCHOOL.

North Main Street, Near Marler Street.

	Grade.	Date.
Sarah M. Hambly, Principal	III.	1870
Catharine A. Silvia, Principal's Assistant	III.	1899
Julia S. Lothrop	III.	1885
Ruth E. Brown	II.	1892
Rosa M. Dowd	II.	1894
Bessie B. Harrison	I.	1910
Annie E. Malady	Non-English	1909
Elizabeth S. Remington, Kindergartner		1897
Mary L. Quirk, Kindergartner Assistant		1912

BOWEN STREET SCHOOL.**Bowen Street, Between Globe and Slade Streets.**

	Grade.	Date.
Amy A. Chace, Principal	III., II.	1893
Loretta F. Kennedy	II., I.	1908

BRAYTON AVENUE SCHOOL.**Brayton Avenue, Between Baker and Smith Streets.**

	Grade.	Date.
Lottie V. Grush, Principal		1898
Ellen F. Dillon, Principal's Assistant	VI., V.	1903
Minnie F. Colbert	V.	1893
Elizabeth J. Leary	IV.	1906
Lillian L. Harvey	IV., III.	1907
Alice G. Stanton	III.	1904
Elizabeth V. Coyle	II.	1907
Gertrude M. Sullivan	II.	1904
Bertha M. Damon	I.	1899

BROADWAY SCHOOL.**Division Street, Corner of Broadway.**

	Grade.	Date.
Emma J. Enwright, Principal	III.	1883
Mary G. Moran	II.	1900
Elizabeth B. M. Fahey	II.	1884
Elsie F. Stuart	I.	1899

BROWN SCHOOL.**Bedford Street, Opposite Varley Street.**

	Grade.	Date.
Frances O. Grinnell, Principal	IV.	1871
Katherine Scanlan, Principal's Assistant	IV.	1903
Louise A. Manning	IV.	1905
Helen L. Thomas	III.	1910
Margaret C. Murphy	II.	1910
Ada B. Skelton	I., II.	1896
Cassie L. Gold	I.	1893

BROWNELL STREET SCHOOL.**Brownell Street, Corner of Rock Street.**

	Grade.	Date.
Susan P. Collins, Principal	III.	1884
Elizabeth C. Finneran	II.	1891
Margaret L. Dunn	II.	1905
Grace B. Dearden	I.	1900

BUFFINTON STREET SCHOOL.**Buffinton Street, Corner of Terrace Street.**

	Grade.	Date.
Nancy Kershaw, Principal	II.	1874
Kate A. Callahan	I.	1889
Elizabeth G. Finneran	I.	1904
Elizabeth C. Shay	Special Class.	1905

CAMBRIDGE STREET SCHOOL.**Cambridge Street, Corner Stafford Road.**

	Grade.	Date.
Julia V. Brennan, Principal	IV., III.	1889
Jennie E. Freeborn	III., II.	1882
Annie L. Kelley	II.	1894
Iva L. Brightman	I.	1905

CHACE SCHOOL.**Rodman Street, Between Warren and Somerset Streets.**

	Grade.	Date.
Luella J. Manchester, Principal	III.	1887
Rose C. Garity	II.	1906
Helena M. Murphy	I.	1902
Mary N. Curran	I.	1903

COLUMBIA STREET SCHOOL.**Columbia Street, Corner of Fountain Street.**

	Grade.	Date.
Mary A. Tower, Principal	III.	1869
Mary A. Keyes	II.	1889
Rosella G. Moran	I.	1897
Annie C. Tracy	I.	1904

COPICUT SCHOOL.**Copicut Road, Near Yellow Hill Road.**

Frederick S. Brownell, Principal	1911
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COUGHLIN SCHOOL.**Pleasant Street, Opposite Swindells Street.**

	Grade.	Date.
Isabel J. Fraser, Principal		1879
Annie G. Sullivan, Principal's Assistant	IV.	1899
Kathryn A. Reilly	IV.	1904
Margaret E. Taylor	III.	1893
Mary M. Babcock	II., III.	1893
Eva M. King	II.	1903
Florence M. Crapo	I.	1905
Alice F. Wild	I.	1910
Mabel Ferguson	Non-English	1911

COVEL STREET SCHOOL.**Covel Street, Corner of Donnelly Street.**

	Grade.	Date.
Julia A. Lynch, Principal	III.	1884
Katharine S. Fennelly	II.	1902
Emma C. Quinn	II., I.	1896
Flora E. Mosher	I.	1893

DANFORTH STREET SCHOOL.**Danforth Street, Between Walnut and Locust Streets.**

	Grade.	Date.
Isabel L. Connell, Principal	III.	1884
Barbara G. Thompson	II.	1879
Elizabeth C. Sullivan	II., I.	1908
Emma C. Shay	I.	1909

DAVENPORT SCHOOL.**Branch Street, Between Fourth and Fifth Streets.**

	Grade.	Date.
Charles J. McCreery, Principal		1887
Lizzie Bowers, Principal's Assistant	VIII.	1889
Katherine L. McDonough	VIII.	1898
Annie F. Grinnell	VII.	1892
Melissa J. Macomber	VII.	1880
Ethel W. Durfee	VI.	1903
Catherine A. Barrington	VI.	1906
Annie F. McNerney	V.	1903
Elizabeth G. McDermott	V.	1891
Sadie L. Kerrigan	V.	1899
Mary J. Quinn	V., IV.	1907
Eileen F. Quirk	IV.	1909
Mary E. Sheahan, Substitute	III.	1899
Mary G. Dunn	III.	1908
Margaret A. Flanagan	III.	1899
Rebecca Cook	II.	1902
Ada R. Hambly	II.	1884
Ada E. Ochampaugh	I.	1900
Mary E. V. Corcoran	I.	1892

DAVIS SCHOOL.**Quequechan Street, Between County and Pleasant Streets.**

	Grade.	Date.
Norman S. Easton, Principal		1895
Alice D. Almy, Principal's Assistant	VIII.	1874
Annie Ashton	VII.	1872
Elizabeth G. O'Neill	VI.	1899
Susan A. Crapo	VI.	1871
Lucy S. Macomber	VI.	1878
Harriet A. Palmer	V.	1888
S. Adelaide Warfield	V.	1873
Celia M. Warfield	V.	1873
Margaret I. Connell	IV.	1903
Bertha E. Williston	III.	1909
Mary F. Garity	II.	1898
Annie M. Kennedy	I.	1904

DAVOL SCHOOL.**Flint Street, Between Canonicus and Pleasant Streets.**

	Grade.	Date.
Katharine M. E. Hurley, Principal		1878
Maud A. Mathews, Principal's Assistant	IV.	1902
Mabel H. Little	IV.	1907
Mary T. Burns	III.	1906
Theresa A. Coyle	II.	1906
Martha R. Phillips	II.	1904
Ella L. Dodge	II.	1892
Carrie B. Dinehart	I.	1897
Helen V. Hurley	I.	1903

EASTERN AVENUE SCHOOL.**Eastern Avenue, Between Barre and Gagnon Streets.**

	Grade.	Date.
Margaret J. Thompson, Principal	III., IV.	1881
Sarah M. Manchester	II.	1881
Margaret J. Regan	II.	1896
Gertrude M. Hart	I.	1911

FERRY LANE SCHOOL.**North Main Street, Opposite Narragansett Street.**

	Grade.	Date.
Elizabeth A. Kelly, Principal	III.	1886
Mary W. Borden	II., III.	1901
Mary E. V. Connors	II.	1910
Flora P. McKenney	I.	1901

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FOWLER SCHOOL.

Sprague Street, Corner of Beach Street.

	Grade.	Date.
Candace Cook, Principal		1872
Mabelle E. Ramsey, Principal's Assistant	VIII.	1900
Stella H. Baylies	VII.	1910
Mary K. Bullock	VI.	1893
Ellen T. McMullen	V.	1909
Elizabeth A. Leary	IV.	1909
Martha E. Wood	III.	1909
Eva M. V. Morriss	II.	1905
Grace L. Redfern	I.	1896

FULTON STREET SCHOOL.

Fulton Street, Between Wellington and Essex Streets.

	Grade.	Date.
Beulah V. Collins, Principal	II.	1881
Hannah E. Connolly	II.	1908
Mary G. Sheedy	II., I.	1900
Mary C. O'Neil	I.	1902

GEORGE B. STONE SCHOOL.

Globe Street, Near Garfield Street.

	Grade.	Date.
Benjamin Cook, Principal		1901
Susan M. Wolfendale, Principal's Assistant ...	VIII., VII.	1881
Mary E. G. Leat	VI.	1890
Elizabeth S. Frank	V.	1891
Macie E. Grinnell	IV.	1891
Annie C. Coombs	IV., III.	1884
M. Alice Clarke	II., I.	1904
Margaret E. Sullivan	Non-English Class	1910
Lillian Ferguson	Non-English Class	1909

HARRIET T. HEALY SCHOOL.

Hicks Street, Opposite Lester Street.

	Grade.	Date.
Mary A. McCreery, Principal		1881
Maud A. Ferguson, Principal's Assistant	V., VI.	1902
Eliza J. Robertson	IV.	1868
Helen C. Hinchey	IV.	1912
Mary V. Cummings	III.	1906
Annie C. Kay	II.	1886
Lizzie T. Gray	II.	1895
Lizzie A. McCarthy	I., II.	1903
Sara C. Harticon	I.	1912

HIGHLAND SCHOOL.**Robeson Street, Corner of Stanley Street.**

	Grade.	Date.
Genevieve H. Bliss, Principal		1880
Lydia E. Palmer, Principal's Assistant	VIII.	1890
Mary M. Dunn	VII.	1901
Ina M. Davis	VI.	1893
Rachel Jones	V.	1909
Sarah E. Borden	IV.	1898
Ethel I. Lake	III., II.	1896
Anna R. Macomber	II., I.	1902

HUGO A. DUBUQUE SCHOOL.

(Partially Occupied.)

Oak Grove Avenue, Corner of Locust Street.

	Grade.	Date.
Catharine Desmond, Principal	IV.	1880
Julia E. Harrington	III.	1905
Elizabeth Smith	II.	1907
Ethel M. Simpson	II.	1906
Corella McKenna	I.	1907
Angela G. Honan	Non-English Class	1910
Lucie L. Adam	Non-English Class	1910

JAMES M. ALDRICH SCHOOL.**Harrison Street, Between Pleasant and Alden Streets.**

	Grade.	Date.
Delia A. Corbett, Principal		1883
Abbie F. Meeson, Principal's Assistant	IV.	1894
Lillian W. Smith	III.	1894
Addie E. Coggeshall	II.	1894
Helen E. McWilliam	II.	1903
Elizabeth A. Regan	II.	1896
Helen A. Mello	I.	1908
Elizabeth C. Ryan	I.	1905
Elizabeth G. Sullivan	I.	1903

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JOHN J. McDONOUGH SCHOOL.

William Street, Corner of Fountain Street.

	Grade.	Date.
Harry Smalley, Principal		1907
Alice M. Fash, Principal's Assistant	VIII.	1894
Annie M. Borden	VII.	1880
Mary M. Draper	VI.	1896
Helen B. Stirling	VI.	1897
Ellen L. McCann	V.	1891
Margaret E. G. Morriss	V.	1901
Mary E. Carey	V.	1909
Sarah E. Smith	IV.	1883
Mary A. Carpenter	IV.	1880
Gertrude V. Augustus	IV.	1909
Elizabeth F. Shea	IV.	1908
Caroline L. Gee, Kindergartner		1893
Mona P. Anderson, Kindergartner's Assistant		1912

LAUREL LAKE SCHOOL.

Laurel Street, Corner of Aetna Street.

	Grade.	Date.
Julia A. Harrington, Principal	III., II.	1891
Genevieve B. McKenna	II.	1910
Margaret J. A. Sullivan	II., I.	1893
Mary J. Higgins	I.	1909

LINCOLN SCHOOL.

High Street, Corner of Pine Street.

	Grade.	Date.
George H. Sweet, Principal		1898
Hattie R. Lawton, Principal's Assistant	VIII.	1898
Mary L. Ryder	VII.	1877
Maria L. Buffinton	VI.	1888
Anna M. Hanrahan	VI.	1903
Mary E. Thompson	V.	1886
Emma F. Barker	V.	1872
Letitia M. Oliver	V.	1906
Mary E. E. Bailey	IV.	1909
Martha A. Valentine	IV.	1903
Annie L. C. Robertson	III.	1879
Lizzie H. Simmons	II.	1875
A. Annette Williams	I.	1892

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LINDEN STREET SCHOOL.

Linden Street, Corner of Locust Street.

	Grade.	Date.
Ellen L. Carter, Principal	III.	1886
Mary W. Hart	II.	1896
Ida G. Howard	II., I.	1883
Mary E. Dwyer	I.	1890

LINDSEY STREET SCHOOL.

Lindsey Street, Corner of George Street.

	Grade.	Date.
Louise Remington, Principal	II.	1887
Cora B. Terry	II.	1895
Susan Thackeray	I.	1892
Alice E. Burns	I.	1904

LOWER NEW BOSTON SCHOOL.

New Boston Road, Near Phillips Street.

	Grade.	Date.
Gertrude M. Mathewson, Principal	VI., V., IV.	1910
Mary F. McDermott	III., II., I.	1910

MOUNT HOPE AVENUE SCHOOL.

Mount Hope Avenue, Near South Main Street.

	Grade.	Date.
Isadore M. F. Hathaway, Principal	III.	1893
Jennie F. Field	II.	1904
E. Irene Mathewson	I.	1909
Ada D. McGraw	I.	1903

NATHANIEL B. BORDEN SCHOOL.

Morgan Street, Corner Ridge Street.

	Grade.	Date.
Arthur B. Higney, Principal		1902
Julia A. McMahon, Principal's Assistant	VIII.	1890
Helen M. Leary	VII.	1900
Martha D. Peters	VI.	1897
Sallie A. Field	V.	1899
Roberta A. Stirling	V.	1901
Elizabeth V. Swords	IV.	1905
Louisa A. Power	III.	1909
Lucy H. Robertson	III.	1869
Mary E. Hill	II.	1900
F. Leonora Cuttle	I.	1897
Lena E. McMahon	Non-English Class	1910
Katherine M. Moran	Non-English Class	1889
Romaine B. Harris	Non-English Class	1905

NORTH FALL RIVER SCHOOL.**North of Steep Brook.**

Joseph E. Shelley, Substitute Principal 1912

OSBORN STREET SCHOOL.**Osborn Street, West of South Main Street.**

	Grade.	Date.
Rose L. Vallee, Principal	V., IV.,	1900
Mary C. O'Brien, Principal's Assistant	V., IV.	1905
Mary E. Holt	IV.	1906
Mary H. W. Crosson	III.	1905
Sarah C. Marnoch	II., III.	1907
Margaret E. Shea	II.	1905
Venesia A. Clorite	II., I.	1908
Elena J. Frank	I.	1889
Annie L. O'Donnell	Special Class	1906

PINE STREET SCHOOL.**Pine Street, Between Tremont and Orange Streets.**

	Grade.	Date.
Estelle W. Essex, Principal	III.	1884
Mary E. McDonald, Principal's Assistant	III.	1909
Lavinia B. Malcom	II.	1881
Mabel H. Remington	II.	1886
Annie B. W. Munroe	II.	1888
Catherine C. Kelly	I.	1887
Margaret H. Murphy	I.	1900

PLEASANT STREET SCHOOL.**Pleasant Street, Corner of Eastern Avenue.**

	Grade.	Date.
Mary C. Roche, Principal	III., II.	1891
Hazel J. Tower	II.	1906
Mary J. S. Bates	I.	1910
Harriet E. Graves, Kindergartner		1907
Elsie G. Leeming, Kindergartner's Assistant.....		1912

ROBESON SCHOOL.**Columbia Street, Corner of Hunter Street.**

	Grade.	Date.
Katherine F. McCann, Principal	IV.	1884
Katherine A. O'Neill, Principal's Assistant	IV.	1907
Luella A. P. Cuttle	IV.	1907
Cora A. McGowan	III.	1910
Agnes B. Dwyer	III.	1903
Harriet G. Winslow	III.	1871
Rose B. McHugh	III.	1884
Louise S. Macomber	II.	1893
Margaret T. Daley	II.	1910
Marion E. Jordan	II.	1905
Irene F. Stratton	I.	1909
Margaret G. Mooney	I.	1906
Mildred Harrington	I.	1910

RUGGLES SCHOOL.**Pine Street, Corner of Seabury Street.**

	Grade.	Date.
Emily C. Lewin, Principal		1883
Mary E. Crawford, Principal's Assistant	III.	1897
Mary E. Shay	II.	1902
Jennie H. Brown	II.	1881
Mary A. Hathaway	II.	1870
Margaret V. Mahoney	II.	1897
Teresa Ryan	II., I.	1901
Cora L. Wilde	I.	1904
Minnie L. Doe	I.	1881

SAMUEL LONGFELLOW SCHOOL.**William Street, Corner of Beach Street.**

	Grade.	Date.
Mary S. Connell, Principal		1890
Mary J. O'Neill, Principal's Assistant	III.	1904
Edna Dubois	II.	1895
Mary Sullivan, Substitute	II.	1912
Annie W. C. Wyatt	II.	1898
Mary E. Ryder	I.	1898
Lena M. Davis	I.	1909
Marcella D. Stirling	Non-English Class	1899
Agnes M. Malcolm	Special Class	1908

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	Grade.	Date.
John E. Robinson, Principal		1911
Annie E. Moore, Principal's Assistant	VIII.	1891
Mary D. Sullivan	VII.	1904
Agnes C. V. Downs	VI.	1908
Mary L. V. Harrington	V.	1907
Anna V. McCooe	V.	1908
Matilda A. Chace	IV.	1903
Agnes T. France	II.	1908
Gertrude G. Sullivan	I.	1908
Susan O. Finnegan	I.	1908
Mary Alcock	Non-English Class	1900

SLADE SCHOOL.**South Main Street, Corner of Slade Street.**

	Grade.	Date.
Margaret J. Bury, Principal		1871
Bertha E. Fogwell, Principal's Assistant	VIII.	1902
M Alice Grady	VII.	1894
Evelyn E. Albro	VI.	1873
Anna G. Murphy	VI.	1910
Laura Hennessey	V.	1899
Annie F. Leary	V.	1893
Rachel B. Cluny	IV.	1908
Bertha E. Kay	III.	1891
Cora F. Hacking	II.	1891
Mary V. Lowney	II.	1896
Hannah C. Kelley	I.	1903
Sarah J. Cunneen	I.	1879

STEEP BROOK.**North Main Street, Opposite Ashley Street.**

	Grade.	Date.
Edith M. Harrison, Principal	I., II.	1910
Dora E. Thomas	III.	1874

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SUSAN H. WIXON SCHOOL.

Hamlet Street, Near Plymouth Avenue.

	Grade.	Date.
Jerome P. Fogwell, Principal		1912
Leah Sorel, Principal's Assistant	VIII.	1902
Annie L. Collins	VII.	1906
Elizabeth C. Leary	VI.	1906
Elizabeth G. Hart	V.	1910
Annie E. Nestor	V.	1910
Edith F. Woodland	IV.	1909
Mary E. McDermott	III.	1901
Gertrude M. Graham	II.	1910
Margueritha E. Frank	I.	1884
Anna M. Boyce	Special Class	1894
Mabel A. Robertson, Kindergartner		1894
Mary G. Mahoney, Kindergartner's Assistant		1912

TUCKER STREET SCHOOL.

Tucker Street, Corner of Lamphor Street.

	Grade.	Date.
Cora C. Sherman, Principal	IV., III.	1889
Edith E. Chace	III., II.	1903
Harriet A. Bowen	II., I.	1893
Florence G. Mercer	I.	1908

UPPER NEW BOSTON SCHOOL.

Meridian Street.

A. Louise Allen, Principal	1909
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WATUPPA SCHOOL.

Blossom Road.

Annette E. Pettey, Principal	1892
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WESTALL SCHOOL.

Maple Street, Between School and June Streets.

	Grade.	Date.
John R. Ferguson, Principal		1895
Katharine C. V. Sullivan, Principal's Assistant	VIII.	1900
Joanna E. Sullivan	VII.	1898
Mabel Harlow	VII., VI.	1905
Fanny H. Learned	VI.	1904
Hattie B. Silvia	VI., V.	1899
Sarah B. Sampson	V.	1901
Mary E. Young	IV.	1899
Ida M. Wild	IV.	1903
Josephine Chace	IV., III.	1908
Mary R. Shay	III.	1905
Lillian G. M. Dowd	II.	1902
Jessie W. Golden	II., I.	1897

WILLIAM CONNELL SCHOOL.

Plymouth Avenue, Between Dover and Tecumseh Streets.

	Grade.	Date.
Margaret E. Brennan, Principal		1876
Ethel de C. Cuttle, Principal's Assistant	IV.	1904
Eva F. Hale	IV.	1910
Florence M. Paquin	III.	1907
Irene C. Wilde	III.	1905
Neillie G. Bronson	III.	1882
Katherine A. Burke	II.	1897
Annie M. Smith	II.	1890
Anna V. Dillon	I.	1892

WILLIAM J. WILEY SCHOOL.

North Main Street, Corner of Canedy Street.

	Grade.	Date.
Elizabeth T. Higney, Principal		1891
Agnes G. McNally, Principal's Assistant	VIII., VII.	1907
Jeannette Swindells	VI.	1906
Stella M. Connor	V.	1899
Mabel E. Harris	V.	1899
Margaret M. Hayden	IV.	1909
Amy L. Hawkins	III.	1911
Sarah E. Childs	II.	1908
Sara K. Jones	I.	1896
Sarah A. Thackeray, Kindergartner		1897
Mary F. O'Connor, Kindergartner's Assistant		1910

SEWING TEACHERS. .

	Date.
Alice M. Russell, Supervisor	1896
Annie Clarkson	1897
Josephine S. Louette	1901
Agnes V. McKenna	1906
Mary J. Quinn	1907
Mary F. Sullivan	1912

INSTRUCTOR IN MILITARY DRILL.

	Date.
Frederick W. Harrison	1910

COOKING.

	Date.
Teresa A. Shea, John J. McDonough School.....	1907

VOCATIONAL CLASS.

	Date.
Frederick H. Rundall, John J. McDonough School.....	1912

(This class is supported by the private endowment of John B. Diman.)

LIST OF UNASSIGNED TEACHERS.

Arnold, Alice C.....	154	Swindells Street
Beattie, Ella Louise.....		Swansea
Bennett, Harriet P.....	693	Walnut Street
Berry, M. Ella.....	137	Cherry Street
Bolen, Theresa A.....	463	Linden Street
Brady, Helena C.....	342	Pearce Street
Brown, Hattie M.....		Swansea, Mass.
Brown, Lois M.....	268	Locust Street
Brownell, Sarah E.....	1025	Rock Street
Butterworth, Elizabeth C.....	201	Harrison Street
Campbell, Mary M.....	394	Anawan Street
Canfield, Mildred L.....	205	Barnaby Street
Carr, M. Genevra.....	431	South Main St.
Carroll, Bessie F.....	522	Bradford Ave.
Casey, Lucy M.....	825	Plymouth Ave.
Church, Caroline M.....	568	Pine Street
Church, Lucy M.....		Tiverton, R. I.
Clarke, Margaret A.....	570	William Street
Connolly, Olga T.....	15	Branch Street
Connors, Hannah J.....	40	Prospect Place
Conroy, Mary T.....	64	Johnson Street
Cooney, Mary E.....	193	Snell Street
Coyle, Mary M.....	293	Linden Street
Crawford, Agnes D.....	984	High Street
Crowther, Ruth F.....	495	No. Belmont St.
Cummings, Anna A.....	631	Middle Street
Cunningham, Esther D.....	306	Hamlet Street
Daley, A. Gertrude.....	124	Barnaby Street
Daley, Loreto B.....	270	Ridge Street
Dillon, Mary I.....	1894	No. Main Street
Dolan, Ellen B. C.....	548	So. Main Street
Durfee, Florence L.....	578	Osborn Street
Enwright, Marion.....	123	Ridge Street
Farrell, Judith F.....	889	Rodman Street
Fish, Hazel M.....	431	Whipple Street
Fitzler, Wilhelmina.....		Tiverton, R. I.
French, Ethel S.....	164	Cherry Street
Gifford, Mary C.....	627	Maple Street
Grinnell, Evelyn H.....		Tiverton, R. I.
Haffards, Gladys L.....	44	Coral Street
Hanrahan, Grace M.....	988	Stafford Road
Harrington, Anna T.....		Somerset

Harrington, Katherine A.....	166	Whipple Street
Harris, Romaine B.....	472	June Street
Hart, Alida F.....	988	Stafford Road
Hayden, Genevieve M.....	457	Linden Street
Hays, Susan	461	Highland Ave.
Heatley, Margaret.....	371	Hanover Street
Heffernan, Theresa E.....	289	Warren Street
Hobbs, Mary E. G.....	600	Snell Street
Homer, Sadie V.....	124	Barnaby Street
Hooper, M. H. Eloise.....	350	No. Main Street
Johnston, Marion B.....	522	No. Main Street
Jones, Isabelle.....	96	Taylor Street
Kenneally, Anna M.....	163	Osborn Street
Leary, Anna E.....	702	Locust Street
Lee, Mary.....	32	Weetamoe Street
Lyman, Annie A.....	154	Hanover Street
Manchester, Myra L.....		Tiverton, R. I.
McCarthy, Timothy.....	830	Locust Street
McDermott, Alice G.....	311	Brownell Street
McGrady, Mary L.....	491	Linden Street
McGrath, Arthur L.....	30	Thompson Street
McKenney, Mary.....	545	So. Main Street
McNerney, Agnes K.....	1010	Middle Street
Millard, Viola.....	3671	No. Main Street
Miller, Jennie.....	137	Barnaby Street
Milne, Marion G.....	263	Pine Street
Mulveney, Gertrude.....	997	No. Main Street
Murphy, Anna E. F.....	285	Fountain Street
Murphy, Esther J.....	697	So. Main Street
Murphy, Mary E.....	127	Cambridge Street
Myles, Mary F.....	153	Hunter Street
Nannery, Katherine V.....	222	Linden Street
Nicholson, Sadie W.....	91	Whipple Street
Nute, Helen E.....	914	Highland Ave.
O'Brien, Helen M.....	106	Jones Street
Ochampaugh, Ernest W.....	1291	Bedford Street
O'Hearn, Lillian L. K.....	300	Ridge Street
Olding, Alice L.....	508	Centre Street
O'Neil, Anna F.....	514	Bradford Ave.
O'Neil, Elladore.....	355	President Ave.
O'Neil, Loretta A.....	514	Bradford Ave.
Palmer, Annie S.....	130	Elm Street
Power, Marie M.....	575	William Street
Powers, Mary E. F.....	208	John Street
Ramsay, Lois.....	236	Grove Street
Reardon, Mary C.....	284	Morgan Street

Reed, Mary E.....	48	Park Street
Roche, Honora M.....	1073	Plymouth Ave.
Roddy, Helen M.....	182	Whipple Street
Roe, Charlotte E.....	292	Durfee Street
Ryan, Marlon.....	182	Whipple Street
Shay, Helen V.....	403	Madison Street
Simmons, Grace L.....	138	Rockland Street
Slade, Lydia A.....		Touisset
Snow, Ella M.....	300	Belmont Street
Storey, May J.....	885	Robeson Street
Sullivan, Helen P.....	379	Whipple Street
Sullivan, Julia E.....	74	Kellogg Street
Sullivan, Louise D.....	276	Ridge Street
Sullivan, Mary A.....	509	Fourth Street
Swords, Ella D.....	697	Walnut Street
Wheeler, Mary E.....	137	Pearce Street
Whipp, Sarah A.....	79	Whipple Street
Wilbur, Howard.....	36	Prospect Street
Williams, Gertrude.....	128	Cambridge Street

IN MEMORIAM.

MARY R. BUCK.

Teacher in the elementary schools eight years.

Died December 10th, 1913.

TEACHERS APPOINTED IN 1913.

Mary J. Higgins, Laurel Lake.....	January 22
Ellen T. McMullen, Slade	March 4
Leonora A. Donovan, Training School.....	March 4
Mary F. O'Connor, kindergartner, Border City.....	May 21
Elizabeth S. Remington, kindergartner, Border City.....	May 21
Mary L. Quirk, kindergartner, Border City.....	May 21
Marie Dubuque, student teacher, B. M. C. D. High School..	June 1
John H. Reilly, " " " " " " ..	June 1
Anna G. McCarthy, B. M. C. Durfee High School.....	August 5
Loretta Galligan, " " " "	August 5
Alice G. Langford, " " " "	August 5
Maud I. Streeter, Technical High School.....	August 5
E. Grace Hartman, " " " "	August 5
Alice Meehan, " " " "	August 5
Clara S. Fiske, " " " "	August 5
Joseph O. Carroll, " " " "	August 5
Rose E. McHale, " " " "	August 5
Mary F. Gallagher, " " " "	August 5
Joseph A. Wallace " " " "	August 5
Mary H. Warren, " " " "	August 5
Margaret M. Doyle, " " " "	August 5
Ormon E. Bassett " " " "	August 5
Edna Wilson " " " "	August 5
Lawrence J. Winder, " " " "	August 5
Anna F. Walsh, " " " "	August 5
Elizabeth G. Hart, Susan H. Wixon.....	September 4
Edith F. Woodland, " "	September 4
Gertrude M. Graham, " "	September 4
Lena M. McMahon, " "	September 4
Annie E. Nestor, " "	September 4
Mary G. Mahoney, kindergartner, Susan H. Wixon...	September 4
Margaret M. Clarkson, Normal Training School.....	September 4
Lottie W. Wainwright, " " " "	September 4
Marilla Bogle. " " " "	September 4
Frances Blake, B. M. C. Durfee High School.....	September 4
Martha E. Wood, Fowler.....	September 4
Margaret E. Sullivan, George B. Stone.....	September 4
Eileen F. Quirk, Dauenoport.....	September 4
Lillian Ferguson, George B. Stone.....	September 4
Anna G. Murphy, Slade.....	September 4
B. Irene Mathewson, Mount Hope Avenue.....	September 4
Genevieve B McKenna, Laurel Lake.....	September 4

Mildred G. Harrington, Robeson.....	September 4
Mary E. E. Bailey, Lincoln.....	September 4
Gertrude M. Mathewson, Lower New Boston	September 4
Margaret M. Hayden, William J. Wiley	September 4
Grace B. Dearden, Brownell.....	September 4
Mary E. V. Connors, Ferry Lane.....	September 4
Elizabeth A. Leary, Fowler.....	September 4
Helen L. Thomas, Coughlin.....	September 4
Alice F. Wild, Coughlin.....	September 4
Gertrude M. Hart, Eastern Avenue	September 4
Elsie G. Leeming, Pleasant Street.....	September 4
Florence M. Kennedy, William S. Greene.....	October 7
Margaret C. Murphy, Brown School.....	October 7
Lucie L. Adam, Hugo A. Dubuque.....	October 7
Mary F. McDermott, Lower New Boston.....	October 7
Daniel Sullivan, Jr., Technical High.....	October 7
Mary C. Smith, Technical High.....	October 7
Helen E. Hinchey, Harriet T. Healy.....	November 4
Eva F. Hale, William Connell.....	November 4
Minnie F. Colbert, Brayton Avenue.....	November 4
Mary J. S. Bates, Pleasant Street.....	November 4
Harriet N. Graves, kindergartner, Pleasant Street.....	December 2
Mona P. Anderson, kindergartner, John J. McDonough,	December 2

*Ind. Acc.
\$6 1/2*

ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

FALL RIVER,
MASSACHUSETTS.



1914



THE
FORTY-NINTH ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
OF THE
City of Fall River
1914.



Compliments of

EDITOR L. BELISLE,

★ Superintendent of Fall River Public
Schools.

CITY OF FALL RIVER.

In School Committee, April 20th, 1915.

VOTED, That the annual report of the superintendent be adopted as the report of the School Committee.

ALFRED R. LANGLAIS,
Secretary.

School Committee.**1914.**Term expires
first Monday
in January

WILLIAM A. DOLAN, M.D., 548 So. Main St.,	1915
ALDAI GOYETTE, 846 Bay Street,	1915
RT. REV. J. A. PREVOST, 529 Eastern Ave.,	1915
REV. F. J. BRADLEY, D. D. 274 Second St.,	1916
JOSEPH N. LANDRY, M. D. 1439 Pleasant St.,	1916
WILLIAM E. SYNAN, M. D. 620 William St.,	1916
SPENCER BORDEN, Jr. Interlachen,	1917
CHARLES L. HOLMES, 381 Pine Street,	1917
GEORGE T. WILEY, 47 Lindsey Street,	1917

ORGANIZATION.

WILLIAM E. SYNAN M. D., *Chairman.*
 ALFRED R. LANGLAIS, *Secretary.*
 HECTOR L. BELISLE, *Superintendent.*

REGULAR MEETINGS OF THE COMMITTEE.

January 5th,	May 5th,	October 6th,
February 3d,	June 2d,	November 3d,
March 3d,	July 7th,	December 1st,
April 7th,	September 1st,	

OFFICES

Administration Building, Anawan Street.

Standing Committees.**1914.**

On Visitation Northern District, Dr. Landry, Mr. Wiley, Dr. Synan.

On Visitation Central District Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Visitation Southern District, Mr. Goyette, Mr. Borden, Mr. Dolan.

On Normal Training School, Mgr. Prevost, Mr. Wiley, Dr. Dolan, Dr. Synan.

On B. M. C. Durfee High School, Dr. Bradley, Dr. Landry, Mr. Holmes, Dr. Dolan.

On Technical High School, Dr. Synan, Mr. Goyette, Mr. Borden, Dr. Dolan.

On Books and Supplies, Dr. Bradley, Mr. Borden, Dr. Synan.

On Drawing, Mr. Goyette, Mr. Wiley, Dr. Landry.

On Finance and Auditing Accounts, Dr. Dolan, Mr. Goyette.

On Rules, Regulations and Courses of Study, Mgr. Prevost, Mr. Holmes, Dr. Bradley.

On Salaries, Mgr. Prevost, Mr. Borden, Dr. Synan.

On Sewing, Mr. Goyette, Mr. Wiley, Dr. Landry.

On Teachers, Dr. Landry, Mr. Holmes, Dr. Bradley.

School Committee.**1915.**Term expires
first Monday
in January.

REV. F. J. BRADLEY, D. D., 274 Second St. 1916
 JOSEPH N. LANDRY, M. D., 1439 Pleasant St. 1916
 WILLIAM E. SYNAN, M. D., 620 William St. 1916
 SPENCER BORDEN, Jr., Interlachen, 1917
 CHARLES L. HOLMES, 381 Pine Street. 1917
 GEORGE T. WILEY, 47 Lindsey Street, 1917
 FREDERICK F. BERGERON, 1449 No. Main St. 1918
 RICHARD K. HAWES, 362 Rock Street, 1918
 RT. REV. J. A. PREVOST, 529 Eastern Ave., 1918

ORGANIZATION.CHARLES L. HOLMES, *Chairman.*ALFRED R. LANGLAIS, *Secretary.*HECTOR L. BELISLE, *Superintendent.***REGULAR MEETINGS OF THE COMMITTEE.**

January 4th.	May 5th.	October 5th.
February 2d.	June 1st.	November 2d.
March 2d.	July 6th.	December 7th.
April 6th.	September 7th.	

OFFICES.

Administration Building, Anawan Street.

Standing Committees.

1915.

COMMITTEE ON ELEMENTARY SCHOOLS.

Mr. Borden, Mr. Bergeron, Mgr. Prevost, Dr. Synan, Mr. Holmes.

COMMITTEE ON HIGHER AND SPECIAL SCHOOLS.

Dr. Bradley, Mr. Hawes, Dr. Landry, Mr. Wiley, Mr. Holmes.

COMMITTEE ON FINANCE.

Mr. Wiley, Mr. Bergeron, Dr. Synan, Mr. Borden.

COMMITTEE ON STUDIES, SUPPLIES AND RULES.

Mgr. Prevost, Mr. Hawes, Dr. Bradley, Dr. Landry.

School Department Organization.

HECTOR L. BELISLE, Superintendent.

Residence, 488 June Street.

Office, Administration Building, Anawan Street.

OFFICE HOURS:

From 11.30 to 12.30 school days.

Tuesdays and Thursdays from 4.00 to 5.00.

Mary A. S. Mugan, Assistant Superintendent, Residence, 130 Rock Street.

Margaret G. Lynch, Assistant Supervisor in Primary Grades, Residence, 1098 Bedford Street.

Henry Lord, Superintendent of Schoolhouses and Janitors, Residence, 68 Rockcliffe Street.

Office, City Hall.

SUPERVISORS.

Walter J. Titcomb, Music, 250 Cherry St.

William E. Braley, Drawing, 910 Robeson St.

Alma S. Bennett, Asst. Drawing, 61 Bright St.

Margaret T. Hurley, Reading, 1335 Robeson St.

Charles J. McCreery, Evening Schools, 900 Plymouth Avenue.

ATTENDANCE OFFICERS.

Isaiah Lord, 84 Horton St.

Frank M. Milne, 153 Fourth St.

William Stewart, 915 Rock St.

James D. Murphy, 154 Cottage St.

John F. Murphy, 901 Second St.

Henry Wade, 112 Hanover St.

CLERKS.

Sarah J. Connell, First Clerk, 452 So. Main St.

Harry W. Boyer, Supply Clerk, 220 Osborn St.

Ida L. A. Glynn, Stenographer, 66 Grace St.

REPORT OF THE SUPERINTENDENT.

To the School Committee and the Citizens of Fall River :

The report of the public schools for the year 1914, is hereby submitted to your consideration.

In my report for the year 1913 I invited the citizens to devote a little time and thought to a study of the general conditions obtaining in their schools. Only through a correct understanding of the grave problems which confront the public school and a well developed individual paternal interest on the part of the mass of the citizens, will it be possible to secure for their children the best education that their money can buy. Every loyal citizen ought to be personally interested in school matters. At some time his own children or children of his kin are vitally concerned. Boys and girls are the most valuable of our working materials. It is the chief business of fathers, mothers and teachers to make them good and intelligent men and women. A large part of this work falls to the school. To perform its work well the school must have the intelligent support of the fathers and mothers, that is, of the citizens in general.

A father who works hard for a good home and is satisfied to send his children to a poor school does a bad job in building the future of his family. Seldom can a good home make up for a poor school. Very generally a good school can and does make up for a poor home.

The quality of your schools, therefore, is of vital importance to your children. Watch them closely, not in a fault finding spirit, but with a spirit of helpfulness. Instead of saying, "This is bad", or "This is not good", learn to say, "This is not good enough; we must make it better." Your children have a right to that consideration from you. If you are willing to do your share in this co-operative work, the entire school department from the teachers up to the committee will discharge its various responsibilities with renewed energy, added zeal, and greater enthusiasm.

THE CENSUS.

The school census for this year produced startling results.

In accordance with the suggestion of the State Board of Education the committee decided to have it taken by the school attendance officers. A careful plan was followed requiring the co-operative of the teachers in all the schools, public, parochial and private. How much more thoroughly the work was done than under the old method may be seen in the following table:

Population of City, April 1st,	1913	1914
Assessors' Estimates - - -	119,814	122,231
Increase - - - - -		2,417
Children from 5 to 15 - - -	21,755	24,714
Increase - - - - -		2,959

These figures are surprising. The population of the city, as estimated by the assessors showed a gain in one year of 2417. In the same period the number of children of school census age, from 5 to 15 years, apparently increased by

2959. In other words, the increase in the number of children of school age surpassed the increase in the city's population by more than 500. That an error existed in the figures of the former census is shown by the fact that in December, 1913, the number of children from 5 to 15 years of age attending school in the city almost equalled the number recorded in the census. In addition there were nearly 2000 children from fourteen to sixteen at work under employment certificates. Clearly then, the census figures for 1913 could not be correct.

The census of 1914 was taken with the utmost care. The recording of almost three thousand names more than were reported the previous year, an increase of 13.6%, is conclusive evidence of the thoroughness with which the work was done. The co-operation of the schools contributed much to this excellent result. Again, the attendance officers, covering each the district in which he was personally known to the people, worked to far better advantage than any other census takers could. Incidentally, the plan which was followed brought about the discovery of children who had previously been concealed by their parents, and compelled their attendance at school.

In round numbers the census total for 1914 corresponds with the known number of children attending school or holding employment or stay at home certificates. Comparing these figures with those of past years in our own city and in other Massachusetts cities, the committee has reason to feel that the new method of census taking has justified itself as shown by these excellent results.

CARD CATALOG.

Based upon this census is the permanent card catalog of the children of school age. Kept up year after year this catalog will be like the stock or supply account of a merchant or a manufacturer. By means of it the annual record of progress of the children through the schools can be traced. For the lack of proper systems of accounting merchants and manufacturers often become bankrupt. For the want of convenient records of childrens' school lives through a period of years, far too many have been made to suffer loss of time. It is a nation-wide observation that American public schools have had very poor and unbusiness like methods of accounting for their pupils.

All educational institutions from the University to the kindergartens have one side which is strictly a business matter. In the general administration of our schools we must recognize that in many essential features the only satisfactory methods possible are those pursued by capable honorable business men.

No system of school reckoning is complete which fails to account for the results attained through a period of years. In individual cases the success of one year may be the failure of the next. A continuous annual school record alone can give every boy and girl in our schools the protection which an intelligent knowledge of his whole school life affords. Such a record is today recognized among educators as an absolute necessity in good school administration.

GAIN OF TIME.

In the working out of the change from the nine year

course to the eight year course in the grammar schools last year, the principals and teachers were urged to assist pupils of more than average ability to bridge gaps between grades in order to win a double promotion. Hundreds of children were given the opportunity to make the gain. In school and out their teachers and principals helped them liberally to cover the extra ground. In September 1914, 1031 pupils were granted double promotions on trial. Of this number 873, about eighty-five per cent, did sufficiently well to justify their continuance in the advanced grade.

The experience gained in last year's efforts is likely to produce for reaching results. There is a widespread feeling that the children who can cover the elementary course in less than the regular prescribed time ought to have the opportunity to do so. In several schools experiments along those lines are being made this year. These experiments are already justifying themselves by results, and the benefits to be derived from them will be extended to a greater number of pupils next year.

FORWARD MOVEMENT IN THE GRADES.

The fall term showed an encouraging increase in the number of pupils in the upper grades. A year ago, of 13,324 pupils enrolled in the eight grades of the elementary schools only 3,331, twenty-five per cent, were in the four higher grades. The corresponding figures for this year show 13,725 enrolled, of which number 4,232, thirty-one per cent are in the upper half of the course. The accompanying table shows the comparison in detail:

ENROLLMENT IN GRAMMAR GRADES.

Grade.		December 1913.	December 1914.	Gain.
V	Boys.....	734	909	175
	Girls.....	665	874	209
	Total	1399	1783	384
VI	Boys.....	415	622	207
	Girls.....	436	580	144
	Total	851	1202	351
VII	Boys.....	289	343	54
	Girls.....	302	345	43
	Total	591	688	97
VIII	Boys.....	229	271	42
	Girls.....	261	288	27
	Total	490	559	69
Totals. Boys.....		1667	2145	478
Girls.....		1664	2087	423
Total		3331	4232	901

The sixth grade shows the largest relative gain, 351 more than last year, an increase of forty-one per cent. This promises well for the seventh and eighth grades of the coming years.

Another point worth noting is that the boys have more than held their own in this increase. Last year they numbered only 3 more than the girls; this year they lead by 58, a net gain of 55.

NATIONALITY OF PUPILS

The public schools open their doors to all alike. The advantages they offer may be shared equally by the children of native—born and foreign—born parents. That this opportunity is not made use of in equal proportions by the various elements represented in our schools is clearly shown in the following table.

PARENTAGE OF PUPILS.

Based on the language of the native land of the parents, (i. e., the language chiefly used in the home).

								High Schools.	
Parentage.	Totals	Grades I to IV.		Grades V & VI.		Grades VII & VIII.		Grades IX to XII.	
	Per Cent.		Per Cent.		Per Cent.		Per Cent.		Per Cent.
English Speaking...8424	100	4366	51.8	1903	22.6	987	11.7	1168	13.9
Non-English Speaking...6866	100	5437	79.2	997	14.5	246	3.6	186	2.7

The children of English speaking parentage are fairly well distributed. Of the total enrolled in all schools a little over fifty percent, or about one half, are in the first four grades. The high school claims thirteen and nine-tenths per cent, almost one seventh of the entire number.

On the contrary, the children of parents whose mother tongue is not English are massed in the primary grades. Only a trifle more than twenty percent or about one-fifth of them are enrolled in grades above the fourth. Of 6866 children of foreign parents only 432, a little over six per cent, are above the sixth grade.

This is a condition which must be remedied. Until it is made distinctly better the school system will be far from accomplishing what it ought to accomplish.

MORE SCHOOLING NEEDED.

The first six grades teach chiefly reading, writing and simple arithmetic, with the first notions of several other branches. The stress in these grades is laid upon the three subjects first named as the tools through the use of which the pupils are to develop themselves in their later schooling.

Children who fail to cover the last two years of the elementary course lose the opportunity to become acquainted with things which contribute very materially to the making of intelligent citizens. Education at public expense is meant to prepare for citizenship. The preparation now given is far too incomplete. Particularly is it important for those whose parents have brought from other lands ideas about men and government which are not in harmony with conditions in the United States. These alien ideas too often take root here and produce bitter fruits. The school can do

much to prevent this. The ideals of American citizenship can be taught to the children from such homes. They in turn will become teachers of the parents. Knowledge of men, government and the conditions of labor and life should thus be brought within reach of both. The upper grammar grades are the field for this work.

Various causes are pointed out as contributing to the failure of children of foreign parentage to reach the upper grades. The attitude of the children themselves, and of their parents towards education, and the all too frequent poor home conditions are among these causes. The schools, however, are far from blameless. There has been too widespread a feeling that these children either do not care to learn or find it very difficult to learn. This should not be accepted as a general rule. Of a fairly large minority it may be true. But of a decided majority of these as of all children it can be said that when they enter school they are eager to attend, and anxious and able to learn. If their eagerness and effort are properly directed, assisted, encouraged and rewarded by results their spirit and their attitude toward school and school work are likely to remain as good as they were at the beginning. If, however, results do not correspond with their reasonable hopes and desires their attitude towards school may be expected to undergo a change for the worse. For this change in spirit on the part of children the school itself is often responsible.

The duty of the school to the children was discussed at some length in my report last year.

To repeat: "When a child spends nine years in school, from five to fourteen, and finishes only four or five grades, half of his school life has been wasted." This wastage of

years of children's lives the school must eliminate. Explanations, excuses, and apologies will not avail. No business organization accepts them year after year in place of profits and dividends. No school department has a right to continue offering them year after year to account for failure to carry children through the elementary grades. This responsibility the school must acknowledge and face. Each grade has its share of the burden, each teacher her part to answer for.

The day for wholesale non-promotions is past. With the possible exception of the first grade, non-promotion of as many as ten percent of a class is absolutely wrong in principle. *It means that, at that rate of non-promotion, more than half of the pupils who begin the elementary course are doomed in advance not to complete it.* No one dare support publicly a proposition so monstrous, so radically antagonistic to the whole spirit of American public education.

In a well ordered school, the percentage of none promotions will not often exceed six or seven percent. Reasonably good attendance gives a child the opportunity to do his grade work. If he is refused promotion the reason must be made clear. The people who support the schools for the sake of their children have a right to expect this. The refusal of promotion to several pupils or the granting of promotion to poorly prepared pupils is seldom to be explained on the ground that they cannot learn. Very good reasons may appear for such an occurrence once, but repetition of it may create a doubt as to the validity of the reasons. Year after year, therefore, the percentage of non-promotions should be low and the standard of preparation of the promoted pupils should be at least fair.

Promoted as they ought to be with reasonable regularity at least one half of the pupils ought to complete the elementary course in eight years. An additional large group varying possibly from ten to twenty percent of the first grade enrollment ought to complete the course in nine years. These figures are our goal. Until we have reached that goal we shall have no right to feel that our elementary school work is satisfactory.

The working out of this improvement requires that each shall do his or her share, from the classroom teacher upward through the department to the school committee and outward to the citizens. There are things which the school department cannot do entirely without the help of the community. If the citizens fail to give to the schools the necessary support they must not hold the schools responsible for unsatisfactory results. On the other hand, the schools have some weaknesses of their own which they cannot conceal. It becomes clear then that a well developed sense of responsibility is needed everywhere, and the consciousness that no part is so inconspicuous as to escape observation.

SPECIAL CLASSES.

The large number of overage children in the primary grades reported last year has necessitated an increase in the number of special English classes. Wherever it has been possible to secure room, children twelve years or older have been transferred from the first three grades to these classes. It is to the interest of both the children of normal age in the primary grades and the overage children from non-English speaking homes that the two should be separat-

ed. With the opening of the next school year the number of these classes should be still further increased.

Four special classes for children not capable of doing the regular primary grade work have been maintained since the fall of 1913. At an early date at least one more such class should be established, preferably in the eastern section of the city.

The report of the Assistant Superintendent gives detailed information about these classes.

EVENING SCHOOLS.

The work of the evening schools has been broadening. The opening of the Technical High School to evening classes has assisted materially in this. The courses offered there include not only the regular academic branches, language, mathematics, science, and history, and the commercial subjects preparatory to office and counting room practice, but also practical arts and trade courses for men and women.

The trade courses for men opened for the winter term of 1914-1915, include separate classes for carpenters, plumbers, printers and machinists in the study of subjects directly related to their work and tending to increase their knowledge and their skill as artisans. So clearly have these classes proved their worth that leaders in the painting trade have requested that a similar opportunity be given to men of their craft the coming winter. This is the type of instruction which is at home in the evening schools. Its benefits should be extended to an increasing number and variety of industrial workers in the near future.

The principal of the evening High School, Mr. William H. Dooley, says in his report:

“Evening vocational classes, in order to be most effective, must be planned and organized on different lines from the day vocational classes. This is due to the fact that pupils are tired after a hard day’s work and have an intensely practical aim in view. When they attend evening school they are unwilling to study systematically an entire subject; they demand that the instruction shall lead directly to the specific things they want to know. Therefore, all evening vocational subjects have been divided into small units, each unit subject arranged so as to meet a definite trade need.

The instructors in the evening vocational classes are practical men with trade experience. Considerable shop practice has been used in applying principles underlying the trade. The actual blue prints and shop problems have been used in the course.”

The practical art classes for women conducted along similar lines at the Technical High, the John J. McDonough, the Samuel Watson, the Susan H. Wixon and the Davis Schools, are discussed in the report of the assistant superintendent who has had personal supervision of the details of the women’s work.

These practical arts and trades classes have been, with very few exceptions, planned to meet the requirements of the Massachusetts statutes providing for state recognition and reimbursement of properly organized evening schools for instruction in trade extension and home making courses. At a considerable cost in money and effort the classrooms were lighted and equipped to meet the exacting requirements of the state educational authorities.

With the excellent equipment provided and a carefully

selected force of teachers these classes can accomplish more for their pupils than the mixed classes of former years. In addition, state approval of the work of these classes for men and women means reimbursement to the city by the state of one-half the cost of their maintenance.

EVENING SOCIAL CENTERS.

The evening schools are not yet doing their entire duty towards the community. The giving of instruction in the various branches of learning and in trades and practical arts is only a portion of the good these schools can do. Their value as social centers can hardly be overemphasized.

The test of a community is the answer it makes to the question, "How do you spend your leisure hours?" Education should do two things for an individual: teach him to make the most profitable use of his working hours, and to make the most effective use of his leisure hours. It is as important to make the proper use of leisure as of working time. No educational system is complete which fails to make provision for both. The young men and women who have had little schooling are constantly wasting time for lack of the guidance and the opportunity for making a good use of it. Far worse than the waste of time, bad as that is, are the evil uses of it to which that waste too often leads.

There are few young people who cannot be reached if the proper effort is made. Vocal and instrumental music appeals to almost all. Public readings, dramatics and debate make an additional appeal to large numbers. School buildings should be open for all these activities. Free lectures with or without pictures should be given occasionally. School halls should be at the service of their

immediate neighborhoods for certain approved purposes and under reasonable restrictions. The social instinct should be permitted to manifest itself under the best conditions.

The program outlined above is not in the least a luxury. It is an absolute necessity. In large industrial centers there are many cheerless homes, and many young men and young women are lodged in uncomfortable and unattractive quarters. This means that leisure hours must be spent away from home. Where? At present, anywhere. The establishment of evening social centers in school buildings will offer to young people the right kind of recreative opportunities. The community cannot but gain from this course.

STUDENT TEACHERS.

The school year ending in June was marked by the first trial here of the student-teacher training course in high school work. In each of the high schools two college graduates entering upon their work as teachers conducted a limited number of classes under the direct supervision of critic teachers appointed by the school committee. Professor Walter B. Jacobs of the Department of Education at Brown University had general oversight of the student-teachers and made weekly visits to their classrooms to observe their work and assist in their training. As a part of their year's work the student teachers were enrolled as graduate students at Brown University and took two courses in education there.

Under this arrangement it is possible for a high school to train and develop at least some of its own teachers under

expert supervision and in accordance with its own methods and ideals. After more than half a century of training teachers for elementary schools the time has arrived when it is recognized that high school teachers also should be trained.

In naming student-teachers for one year of study and practice, the school committee has not bound itself to give them regular positions at the end of that period. As the schools were in need of teachers for this year, however, three of the four were elected to serve.

Four others are undergoing their year of practice on the same basis during this school year.

SALARIES.

At the beginning of the year 1913 an increase in salaries was voted to the primary teachers. In January 1914 a new schedule systemizing the salaries of grammar and primary principals on the basis of a general increase was put into operation. The attention of the committee was then called to the need of a readjustment of high school teachers' salaries. Differences of opinion as to the best course to follow prevented action. This matter demands immediate attention.

Our high schools are in danger of losing teachers they cannot afford to lose. It is the good teachers who go elsewhere for more money. And good teachers are difficult to replace, especially when there is a feeling that increases earned will not be granted.

Two experienced high school men resigned last summer to accept higher salaried positions in other Massachusetts cities. One of them who had been here some years was re-

ceiving only twelve hundred dollars, though he was worth more. Fifteen hundred dollars is being paid to his successor. The other man resigned late in the summer. Weeks of searching failed to produce anything like his equal at the salary paid him. The school he left was most fortunate in being able to secure the services of an unexpectedly good, though comparatively inexperienced substitute. Another loss had been suffered in the middle of the school year which was inevitable. A capable woman teacher resigned to accept a position in a much larger city where her prospects of advancement were better than she could hope for here.

Occurrences like the last mentioned are to be expected from time to time because we cannot meet the extraordinary competition of the big cities. Ordinary competition for teachers from our sister cities in New England we must meet if we are to maintain proper standards. The third largest city in the state ought not to let itself suffer the humiliation of seeing smaller cities take away its best teachers. More important yet, the community should feel that a good teacher is worth as much to Fall River high school boys and girls as to those of other cities.

Recognition of merit should to some degree enter into the question of salaries for both high school and elementary teachers. The elementary teachers have begun regular service at a salary which has been at once the minimum and the maximum. Neither years of service nor merit offer any hope of increase. The goal has been reached at the start. Nothing more deadening to ambition can be imagined. In the high school, salaries have certainly not been based on any logical grounds; they seem to have been decided upon

in accordance with the whim of the moment. Self-respecting men and women are not willing to belittle themselves by making personal appeals for the recognition their merits have earned. Not only should adequate salaries be paid but when earned they should be awarded without solicitation.

No greater service can be done the schools than to create in the teaching force the feeling that merit is rewarded. Merit is likely to wane when merit does not pay. It is easier to go down hill than up. With little hope of recognition mediocre teachers will not strive to become good, good teachers may cease struggling against the tendency to mediocrity. Salaries, therefore, for both elementary and high school teachers should be so planned as to offer reasonable rewards with years of satisfactory service and in the end extra rewards for particularly meritorious service.

SUBURBAN SCHOOLS.

Conditions in the suburban schools are very unsatisfactory. It is hardly in keeping with Massachusetts educational ideals to maintain in the outskirts of the city district schools of eight grades under a single teacher. There are at present three schools of that character. In such schools a large portion of the day is wasted by pupils waiting their turn for a few minutes of the teacher's time. The work done, in the very nature of things, cannot be satisfactory either to the pupils and their parents or to the teachers. To give the children of the suburban districts reasonable school advantages requires the consolidation of the ungraded schools.

At each of the consolidated schools there should be a lot for gardening purposes. Many of the children attending the suburban schools come from homes supported by the cultivation of garden products. They should acquire at school knowledge which will be of value to them at home. A good elementary school training with the addition of a simple scientific knowledge of gardening is the best kind of education for most of these young people.

A GREAT PROBLEM.

The crowding of pupils into the high schools places before the community a problem which requires careful and immediate study. The table here given shows the figures for this year compared to the two years preceding:

HIGH SCHOOL ATTENDANCE.

	1912-13.		1913-14.		1914-15.†	
	Total Enrollment.	Average Membership.	Total Enrollment.	Average Membership.	Highest Enrollment.	Average Membership.
B. M. C. Durfee....	1089	976	664	632	702	696
Technical	*	*	489	448	680	678
Totals	1089	976	1153	1080	1382	1374

* Not open.

† September to January.

Another table gives the number of children fourteen and fifteen years of age attending school last year and this year.

Pupils of 14 and 15.

	1913-14	1914-15
Elementary schools - - - - -	973	941
High schools - - - - -	469	618
Totals - - - - -	1442	1559

The increase in high school attendance all over the country has been one of the wonderful developments of the last decade. The movement towards a longer school life is unmistakable. A constantly increasing number of parents are desirous of giving all possible educational advantages to their children.

For all under fourteen years of age school attendance is compulsory. It is also compulsory for all between fourteen and sixteen who are not regularly employed or granted special permits to stay at home. It is becoming increasingly difficult for those under sixteen to secure employment. The limitation of their working hours by statute tends to discourage their employment. The whole tendency of the times, therefore, is to drive children under sixteen out of work and into school. Whether the fact pleases or not, the fact itself is there and it must be faced.

Until recent years it was good American educational doctrine to say that at fourteen a child should be entering high school. It is now coming to be regarded as sound doctrine that a child who is not near the end of his grammar school course at fourteen needs a change of schooling, needs a kind of education to which he will take more readily

than to the grammar school course in which he has failed to succeed. In other words the present day grammar school course should be completed at fourteen and is not adapted to children beyond that age.

Indeed, educators in general go one step further in agreeing that the present elementary course fails to meet the needs of a large proportion of those who are more than twelve years old. In the last two years of the course the work is considerably more exacting than in the earlier years. Many who can do the simple primary studies fairly well are unable to succeed in the more complex and abstract work which ends the course. As long as those pupils are compelled to follow the present course they are wasting their time and the city's money. No good comes from such schooling. Positive harm grows out of it. Year after year boys and girls turn their backs once for all time to the desire for further education through the dislike for it which they have acquired because they have had forced upon them a kind of education to which they were not naturally adapted.

To be fond of books and nothing else is not human. To like books as a recreation, as a change from something else, is evidence of a well balanced life. Yet our elementary course gives books and little else.

Children like to do things. Education should build upon the natural instincts of children. It is a serious question whether much of the laziness, and indifference, the slipshod work and the waste to be found in our shops and mills are not due to the fact that children living in crowded cities have not had in their early years an opportunity to

learn to apply their powers of hand, eye and mind in the actual doing of things.

The bulk of the work of the world is hand work, not brainwork. All the years of school should provide hand-work. Too many children acquire from the schools the false notion that manual labor is something to be shunned. No doctrine more dangerous can take root in an industrial community. The way to produce industrious men and women is to train boys and girls to habits of industry. Neither talking nor books will do it. The opportunity to do things offers the only method to develop the interest and the skill in doing.

The whole problem that calls for consideration involves the following factors:

1. A constant and probably large increase in the number of pupils from fourteen to sixteen.
2. A choice between more high school accommodations and some other plan.
3. Introduction of more hand work in the elementary schools, particularly in the upper grades.

These are phases of one great problem which can be solved in various ways. Letting things drift will not solve the problem. That course will only allow it to become more acute. The solution of this problem will call for patient study, careful judgment, and firm determination. Above all it will depend upon the interest and the intelligence of fathers and mothers and their desire to see proper provision made for the school lives of their children.

SCHOOL ACCOMMODATIONS.

The overcrowding in the schools was discussed at length

in last year's report. The conditions in various sections of the city were taken up in detail. The loss of time for pupils and of effort for teachers was pointed out. The wastefulness of existing conditions was made clear from both a business and an educational point of view. The conditions have not yet been altered, but improvement is under way.

The new twelve-room building on Tucker Street will afford some relief to the south-eastern section, though the building will surely be filled as soon as it is opened. It is not improbable that the need of an addition will be seen immediately.

The Bowen Street School is in as great need as last year. To relieve the crowding there one class has been quartered in a basement store in the neighborhood.

Building activities in the New Boston Road and city farm sections point to a considerable addition to the schools of that neighborhood. The Highland and New Boston Road Schools are already crowded beyond reasonable limits. Increases in their numbers will mean an aggravation of bad conditions.

The Borden and Davis Schools are pressing for relief. Upper grade classrooms of fifty or more cost too much for what they offer. In the John J. McDonough District, the Columbia Street and Broadway Primary Schools are so badly crowded as to require fifteen teachers in eight classrooms. Worse conditions for effective school work can hardly be imagined.

The most hopeful sign in connection with all this is the intelligent interest which parents are taking in the discussion of possible improvements.

RECOMMENDATIONS.

A new building of at least six rooms at Bowen Street.

An annex or a new building in the Highland—New Boston Road section.

Consolidation of the Copieut and Watuppa Schools in a two-room building on a three or four acre lot at Watuppa.

Consolidation of the Upper New Boston and Lower New Boston Road Schools on a three or four acre lot.

Careful study of the conditions in the Borden, Davis and John J. McDonough districts with a view to procuring increase of accommodations next year.

2. EXTENSION OF THE KINDERGARTEN SYSTEM.

New kindergartens in the Globe section, in the Davis School neighborhood, in the Highland district.

3. SOCIAL CENTERS.

Definite plans for a beginning of social center work in some evening schools next fall.

4. PERMANENT PUPILS' RECORDS.

The adoption of a permanent form of record to follow the pupil through School, showing his progress and development.

5. SALARY SCHEDULES.

Salary schedules for both elementary and high school teachers, with definite minimums and maximums and specific rules governing increases.

6. MERIT SYSTEM.

Recognition of merit in salary schedules and in promotions of teachers in service.

7. PUPILS 12 TO 16.

A thorough study of the proper schooling to be provided for pupils between the ages of twelve and sixteen; the courses of study to be adopted and the accommodations to be provided.

CONCLUSION.

It is gratifying to be able to state that the teachers are showing a fine spirit towards their work. Supervisors and principals are constantly reporting upon the earnestness which they see manifested daily. In view of the great demands made upon them in the adjustment from old to new, principals and teachers have shown a willingness to subordinate personal considerations to the good of the whole in a manner which cannot fail to bring ultimate success to our common undertakings. I here publicly thank them for whatever assistance they have given in helping to solve the serious problems which have faced us.

To the Superintendent of Public Property the department owes a particular debt of gratitude for his readiness to do all in his power to meet its many demands.

All who are connected with the educational supervision and the business administration are deserving of commendation for the spirit manifested in their work and their unfailing willingness to cooperate with me at all times.

To the School Committee I offer the expression of my appreciation for whatever support and encouragement they have given me in my efforts to carry on under their direction the important work the people have intrusted to their care.

Respectfully submitted,

HECTOR L. BELISLE,

Superintendent of Schools.

REPORT

OF THE

Assistant Superintendant of Schools

To Mr. Hector L. Belisle, Superintendent of Schools:—

Dear Sir,

The schools of Fall River furnish some interesting educational problems which can be solved only by earnest study and close observation of the progress of the work. The statistics show that the foreign-born parents of various nationalities send into our schools a large number of pupils whose ancestry, whose home conditions, and whose speech are alien in a marked degree to American tradition and custom. Having come to this country as to a "promised land" these parents soon realize their own handicaps in the struggle with economic and industrial conditions, and they look to the schools to give their children the power to grasp the opportunities that this country holds for those who are properly equipped.

Many classes of regular grade work are composed almost entirely of pupils in whose homes and surrounding community no English is spoken. It is impossible to exaggerate the importance of the subject of language teaching in a city like ours. It is obvious that the paramount duty of the schools is to start these pupils in the lowest primary grades with the best possible instruction in speaking, reading, and writing English, and to see that the language-power of these pupils grows steadily from grade to grade. It is very gratifying to watch the growth of the primary

pupils in the ability to grasp English words and phonetic combinations. The acquirement of a vocabulary is necessarily a slow growth but it can be accelerated by the right methods of language teaching. The Fall River school system, like that of every progressive city of our country, insists that even the children of aliens ought to show definite results in their sixth, seventh and eighth years of school life in facility, and accuracy in the use of English if the right kind of instruction has been given them throughout the course. The lessons in hygiene, history, civics, geography, and simple literature furnish worthy material for the development of the language power.

Educators now realize that arithmetic formerly absorbed a much greater proportion of time and attention than was necessary. Efforts are now being made to reduce the amount of subject-matter taught to the real essentials and to teach these essentials so clearly and definitely that time and energy will be conserved for other departments of elementary education, intrinsically vital to the normal development of the child.

The subject of tests and examinations for elementary schools is being studied carefully in the educational departments of the universities and at first hand in the systems of certain cities. Formerly examinations were given at the end of the school year or at the end of a term. Examiners attempted to cover in these tests all the divisions of the subjects taught and they often gave questions whose wording was unnecessarily puzzling to the child's mind. Individuals and classes frequently failed to do themselves justice in such examinations and the element of nervous tension communicated from teacher to pupil was often an important contributory cause for the failure which lowered the standing and courage of both teacher and pupil. A saner and more efficient method of testing is now in vogue in many centres. Tests on small portions of the subject are given systematically and frequently, as each grade progresses in

the work assigned. When this work has been done faithfully the results are satisfactory and the feeling of success for both pupil and teacher induces further effort and improvement. Uniformity, thoroughness, and accuracy are increased by these frequent tests from the department of superintendence. The element of nervousness during the testing periods is reduced to a minimum, because teachers and pupils think of these examinations as only a part of the day's work. In school centres where such systems of testing have been tried long enough to give results worth tabulating, a steady improvement in the scholarship of the pupils is apparent. During the past two school years a system of testing, somewhat limited, has been inaugurated. This system can easily be developed more fully, and it is reasonable to hope it will aid materially in securing that improvement which every school system should show from year to year.

SPECIAL ROOMS FOR NON-ENGLISH SPEAKING PUPILS.

The reorganization of the classes for non-English speaking pupils, begun two years ago, has continued. Effort has been made to grade these classes as far as possible and to raise the standard of the work. The pupils attending these classes are most interesting subjects for study and their needs call for skill and sympathy on the part of the teacher. In each of our largest centres for this work, the N. B. Borden, Hugo A. Dubuque, Coughlin and Samuel Watson schools, it has been possible to organize from two to six classes, graded according to the proficiency of the pupils. This, of course, is better for the individual student as it gives him in a shorter time the kind of work he needs. No amount of grading of these classes can ever eliminate the personal work which must be done with this type of pupil. Each foreigner presents a different combination of needs

and capabilities and each individuality must be considered, if the best kind of service is the aim of administrative and teaching forces. An excellent spirit is shown by the teachers selected for this work. Teachers' meetings have been held at which the daily problems of these classes have been discussed. Other meetings for these teachers are planned.

Statistics gathered from these classes present several items that interest us and give us subject for consideration as we plan for the future of these classes.

In the school year of 1913-14, 420 pupils were enrolled in these classes, of whom 266 were boys and 154 were girls. Of the boys 150 were over 14 years of age, and 116 were less than 14 years old. Of the girls 77 were over 14 years old and 77 were younger. The nationalities represented were French, Portuguese, Greek, Italian, Austrian, Polish, Russian, Turkish, Syrian. There were 14 English speaking pupils who were illiterates, because of neglect of school opportunities or lack of them, 11 of these being of American, 3 of English birth. Of the foreigners 74 were illiterate, that is, they had had little or no education in their native tongue before coming to America. In each of these classes a certain number of pupils enroll who are very easy and interesting to work with, because they have had advanced schooling in their own lands, and these bring trained minds and most eager desire to the study of American speech and American customs and standards. If time permitted very interesting cases might be cited of students, graduates of higher schools and colleges in Europe who stayed in these classes long enough to acquire a certain facility in talking and writing English and then went on to technical or collegiate courses in universities and polytechnical institutes of various states. But by far the larger number are of the type who are forced by poverty, meagre mental capacity, or ignorance of the opportunities that this country presents, into the ranks of the unskilled laborers. For these the sole

ambition is to obtain the coveted certificate that says they have attended school for the period required by Massachusetts law and that they can pass the simple educational test also required. Of the number enrolled in the school year 1913-14, 138 secured working certificates, 28 entered higher elementary school grades in the regular class-rooms, and 4 went to High School, Technical Institute, or College.

In 1913-14 for these 420 pupils enrolled, 10 school rooms and one-half the seating capacity of another were used. Thirteen teachers (10 regulars and 3 assistants) were employed in their instruction.

Statistics for the period, September 1914 to February 1, 1915 show that 446 pupils have been enrolled in these Special English classes, of whom 260 are boys and 186 girls. One hundred and twenty-nine boys and 100 girls are over 14 years of age, 131 boys and 86 girls are less than 14 years. These have been housed in 11 school-rooms and instructed by 18 teachers, (11 regulars and 7 assistants.) Seven illiterates of American and 3 of English birth are included and the remainder are classified under the following nationalities: French, Portuguese, Greek, Italian, Austrian, Polish, Russian, Turkish, Syrian and Chinese. One hundred and two of the foreigners were really illiterate, that is had little or no schooling in their native country, 39 have already gone to higher elementary grades, and 91 have thus far obtained working certificates.

The teachers of the classes have been asked to send in to this office a personal record of each pupil, which furnishes interesting and necessary information, concerning date and place of birth, date of enrollment, previous educational history (in native country and in this country), kinds of work for wages done either before or since enrollment, kind of school work given since enrollment, and history of pupil after leaving school so far as known, whether now working, attending a regular grade room, or a higher institution of

learning. All this detail helps the teacher to a better understanding of the individual student and keeps the administrative department in touch with conditions.

The first steps for the organization of the classes for mental defectives were taken in May, 1913. Four of these classes were started in the fall of 1913, taught by teachers who had special preparation. These teachers have done work of a very high type with these unfortunate pupils, though they have been much handicapped by lack of equipment for the hand work so necessary for these classes. We have thus far spoken of these classes as observation classes only, because we had not the kind of medical examination that is essential. This year we have received most valuable aid from the co-operation with us of Dr. Arthur V. Goss of the Taunton Hospital, Dr. Russell and Miss Bell of the School for the Feeble-Minded at Waverly, Massachusetts, who have conducted psychological clinics at which several of our pupils were examined with a view to determining better methods of helping them. We have the assurance of a continuation of these clinics. These experts have emphasized the fact that was only too patent to our own observation, that we must have benches, tools, looms, and other apparatus for these children who learn best through the medium of manual work.

EVENING CLASSES IN HOME-MAKING FOR WOMEN.

One of the most interesting and valuable departments of the Fall River school system is that of the vocational evening classes. During January of 1914, the vocational classes for women were reorganized to meet the requirements of Chapter 106 of the Laws of Massachusetts, with the view of obtaining the state aid provided for by Act of Legislature. The organization of classes under the unit system described in last year's annual report proved to be

of such value to the pupils instructed that an earnest effort was made by the Department of Superintendence to extend this work so that more pupils might have the benefit of this systematic instruction and the city might be helped by the pecuniary assistance given when the State Board of Education, through its agents, approves the equipment, the lighting, heating, the instructors employed, the attendance of pupils, the method of doing the work, and the quality of work done. The necessity of keeping the classes up to this State standard has demanded most careful and frequent supervision and expert teaching. The results obtained for the season just closed have been very gratifying. The session of twenty weeks was divided into periods of 10 weeks each. Unit courses for ten weeks were planned and carried out in the various centres. The making of underclothes, shirt-waists, one-piece dresses, cotton and woolen skirts was taught at the following centres: Samuel Watson, Davis, John J. McDonough and Susan H. Wixon Schools. At the Technical High School all the unit courses taken in the other schools were given and in addition there was a class in making outside coats and tailored suits. Two classes in millinery were well attended here throughout the season. Two classes in cooking for families of small incomes were taught in the John J. McDonough School on Monday and Wednesday evenings and two in the Technical High School on the same evenings. So great was the demand for these classes that it was decided to organize two more classes in cooking at the John J. McDonough School which were in session Tuesday and Thursday nights. On these nights, also, two additional sewing classes were held at the same schools.

A very creditable exhibition of the work of the sewing classes was held at the Samuel Watson School, and of the sewing and cooking classes at the John J. McDonough School, and of the sewing, cooking, and millinery classes at the Technical High School.

No part of the work of supervision is more interesting than the planning, directing and visiting of these evening classes in the arts of home-making. The earnest desire of the women-workers who attend them, the devoted spirit of the teachers, and the high standard of work accomplished are all very gratifying. The plans for these unit courses as they have been explained to us by Dr. David Snedden, Commissioner of Education, and Deputy Commissioner Robert O. Small, who has immediate charge of all the vocational work, seem to us admirably adapted to get results that are worth getting. We have been greatly aided by the kind and stimulating direction of Miss Nellie M. Wilkins, Agent of the State Board, who has visited these classes frequently.

Some of the important points that have been emphasized were the following:—the class instruction by the teacher, followed by the working out of the directions by the pupils; the ability of the students to adapt the pattern to individual needs; the skill necessary to enable every member of the class to fit garments to other members of the class; the ability to make not only one garment of a kind, but the power to make well other garments at home, as the result of this instruction; the emphasis on neat and careful finish, inside and out; the selection of inexpensive materials that are suitable in texture and color; in the cooking department, the preparation of nutritious and appetizing meals within the limit of a small family income.

The value to the families, one or more of whose members have attended these classes, can not be estimated. The increased skill in the arts of home-making can not fail to make for greater economy and greater happiness in the family life. Our only regret is that we could not admit to the classes all who applied. We need more and better equipment in the Border City section, so that we can organize some of these unit courses in sewing in that region, and we need to open as soon as possible cooking rooms in the Flint and the Border City sections. So valuable have been

the results already obtained that we wish to extend the advantages to other workers who are only too eager to spend some of their limited leisure hours in these domestic arts which are so important to all the families of industrial workers.

Respectfully submitted,

MARY A. S. MUGAN.

Assistant Superintendent of Schools.

Mr. Hector L. Belisle, Superintendent of Schools:—

Dear Sir,

The Progressive Road to Reading was introduced four years ago into the Highland School. The following year it was tried in a non-English speaking school—Ferry Lane. After a year's trial in several more schools, the method was introduced into all the primary schools of Fall River.

The teachers in the first grade have done earnest, conscientious work with the Progressive Road to Reading, and in many instances the results are very satisfactory. Many of the teachers are enthusiastic about the methods; all are eager to accomplish good results and to cover the work outlined in the Plan of Work as expeditiously as possible.

In order to do the work in reading as effectively as possible, the pupils in the first grade are divided into three groups in some schools, and four in others. These are called respectively A., B., and C. classes or A., B., C., and D. classes. The majority of the children in class A. have finished The Progressive Road to Reading, Book I., and have, in some instances, read three or four other first readers. These classes—A.—will probably read, before the end of June, several other first readers, and The Progressive Road to Reading, Book II. The B classes are a little behind the A's in their work. The C. and D. classes are composed of immature children, of those who are absent a great deal, those who drift into school from other cities, or those who enter school late in the year. The work of the children in these classes is far below that of the other classes. These children, if they are to go on to a higher grade at the end of the school year, should have special attention under the guidance of thoughtful teachers.

In order to help the teachers to get a deeper insight into reading, to unify the work, and to accomplish better results in a given time, grade meetings have been held every Monday after school since January twenty-five, at the Lincoln School. These meetings will continue until the last Monday in May. It goes without saying that these meetings have been very helpful to many of the teachers and that the suggestions given to the teachers are already bearing fruit in the school room.

In consideration of the trend of reading to-day, and the absolute necessity for rapid silent reading, great stress was laid, at these meetings, on this phase of the work. The teachers were shown how to gain rapid silent reading, good oral expression, and reading for appreciation. Of course if children are trained to get the thought of a paragraph silently at one reading, and are timed, it naturally follows that they will be able later to *read* silently and to appreciate what they read. Then, too, simple tests in silent reading were suggested. Many of the teachers have already given these tests. For instance, the children read a paragraph or two silently—one reading—and then write rapidly what they have caught from this rapid reading. The children enjoy this work, and are not conscious that they are being tested. These tests can gradually be made more difficult. In the words of one educator, "These tests to be effective must begin in the first grade." That is lessons in silent reading, and rapid silent reading must be given in the lower primary grades instead of so much oral work. I should like to quote the following from one of our leading educators: "One of the misleading conceptions of the past that continues to confuse the vision of teachers is that oral reading is more important than silent reading. We forget the changed conditions of life. Individual reading has increased with rapid strides. New conditions have made it impossible and unnecessary that there should be much reading aloud".

Granted the great value of silent reading in the school,

we also realize that teaching expressive oral reading should also find a place in the school room. There are modulations and intonations in the human voice that breathe the breath of life into a poem, a story, or a masterpiece of literature. Teachers who realize this will read to their children so that the emotions that stirred the author's soul may be aroused in the children, and that feelings that are dormant in the child may be awakened. In this way a child's life is enriched, and he is led to seek the true, the good, and the beautiful in literature.

These things have been talked over at the grade meetings which I have mentioned. Poems, stories, and masterpieces were suggested. Examples of so-called poor reading and good reading were given. The masterpieces were handled, not so much from the technical side, but for the message from one soul to another, for the imagery, for the characterization, the dramatization, and for the hidden beauties in certain lines. After such study the children should be encouraged to use the Public Library, and in this way the boys and girls in the schools would get a wealth of good reading matter. I am glad to say that some of the teachers have fairly good libraries in their schools, and that their pupils read books from these libraries. Some of the teachers also take great interest in their pupils' home reading, and encourage them to get books from the Public Library. I had the great pleasure of listening to children in one of our third grades reading at sight from nine different library books. I also learned that every child in the room had a card that entitled him to books from the Public Library.

One of the great needs in the upper primary grades and the grammar grades is to teach the boys and girls to overcome the slovenly habits of speech acquired on the streets. This means of course erect carriage of the body, deep breathing, distinct articulation, clear enunciation, and buoyancy of tone. The teachers were given exercises, at the

grade meetings, which may be used in helping the children to acquire these good habits. These can be acquired, but it means that, first, the teacher herself must see the value of this work; secondly, she must plan exercises to fit the needs of her pupils; thirdly, she must be enthusiastic and patiently wait for results; and, lastly, she must see to it that the children have a daily, efficient drill on the necessary exercises. It is not knowing how to do a thing that helps children, it is the doing it that gives them the power.

These meetings have been helpful in that many of the teachers have already begun to work on the suggestions offered. They also have given teachers an opportunity to meet and to compare notes, and they have furnished the inspiration that comes from comradeship and thinking out better ways of doing daily work.

In conclusion I wish to thank the teachers for their hearty support, and their earnest efforts in teaching reading.

Respectfully submitted,

MARGARET T. HURLEY,

Supervisor of Reading.

Mr. Hector L. Belisle, Superintendent of Schools:—

Dear Sir,

In compliance with your request I take pleasure in presenting the following report.

It should be distinctly understood that music instruction in the public schools is not intended to produce performers or professional musicians but to help create in the community a general "musical atmosphere" which shall make it possible for *all* to share the noble thoughts, lofty sentiments and high aspirations expressed in the music of the great composers. It is true that the *future* musicians are in the schools at the present time and may receive help in laying a musical foundation, but school music is not especially for them but for *all*, whether possessing little or much musical talent. There is probably no other art which in its practise, is so *social* as music. Quartets, classes, semi-choruses and large choruses as well as a large variety of instrumental combinations, can be maintained only by the working together of groups of performers. The class practise in school has the effect to stimulate a feeling of kinship for those with whom the pupil is singing. This is very desirable where so many nationalities are living in the same community. I have often had occasion to play or sing with persons whose native tongue I could not speak and who could not speak English, yet our voices or instruments blended as well as if we had always been acquainted. It is easy to feel more respect for the foreigner too, when we find that he utters the "language of music" as fluently as we. Gottschalk says, "It is difficult not to treat as a brother one whose voice has mingled with yours and whose heart has been united with your own in a community of pure and joyful emotions."

The daily music lesson in a well conducted school room is a pleasure and rest for the pupils, relieving to a certain extent the monotony and grind of other studies.

There is also practical value in music study in the line of mental training and discipline. "There is no study in the curriculum", says a recent writer, "that requires greater concentration than that of reading music from the printed notation. The eye, the ear, the power of memory and discrimination—in fact, nearly all of the mental and physical faculties—are called into play."

The work in the grade schools during the past year has varied somewhat from former years owing to the change from a nine years' course to an eight, and the introduction of some new books. It has been my aim in making this change to introduce in the lower grammar grades certain problems in music formerly taken in higher grades, a knowledge of which will make the pupils who leave school before completing the course, more independent in reading music which they might wish to learn at home. The singing of rote songs (in the first three grades only) has been made a *requirement* rather than a choice, the teachers of each grade being provided with lists of songs. Many special classes have been formed since my last report and these do no regular work in music. I regret this for I have always felt that the backward and non-English speaking children need music as much if not more than others. I have suggested however that teachers of these classes allow their pupils to sing a few patriotic songs.

Music in the High Schools furnishes one of the most difficult problems for the supervisors of music and our high schools are no exception. Conditions in these schools differ so much from those in the grammar grades that it is almost impossible to secure as good results. One difficulty is the varying musical ability of the pupils. Many come to high school who have had little or no instruction in the grammar school. The changing voices also make

good singing impossible for most of the boys and for some girls, at least during the earlier years of their course. Boys whose voices retain the soprano range feel ashamed to sing that part in High School, while boys whose voices are changing, find it difficult to keep their voices on the pitch of the new part assigned them, and the result is that in part music the harmonic parts are not well sustained, which makes the music seem less attractive to the whole class. I believe it might be possible to have more music in which the melody, which is always the easiest part to follow, might be given to the alto and basses. The difficulties mentioned should not prevent high schools from continuing chorus practise, which is so valuable that no other music study can take its place.

I do not find myself in favor of Oratorio practise in high school classes, unless possibly in the senior year and then, to a limited amount.

For the last ten years it has been quite the fashion for high schools to attempt the performance of oratorios and some of the greater choral works. Such works are very interesting and it is an education to become acquainted with music of so much worth, nor is there usually lack of ability on the part of high school students to learn such music, but for a chorus to learn an oratorio well it must practise very persistently on many difficult and sustained passages that are really tiresome for adult voices, and which cannot fail to be harmful to the voices of average high school pupils. Mr. Hollis Dann, Professor of Music, Cornell University, in an address before the New York State Teachers' Association, on "Oratorio in the High School," admitted that the sentiment in many places was strongly in favor of giving Oratorio by high school pupils, but contended that the voices of such students were entirely inadequate to properly perform the music, and claimed that positive injury to many voices resulted from the attempt. In support of his views he read letters from six or eight men of national

or international reputation. David Bispham, one of the foremost authorities on voice culture was quoted as follows: "Vocal exercises, just as physical exercises, must be undertaken with great care in order to avoid permanent strain. All authorities agree that the singing voice should be used with the greatest care and discrimination during the years when the voice is maturing. Vocal physiology, experience and common sense are all opposed to the singing by the young people in the high schools of extremely heavy and trying choruses such as are found in *The Creation*, *The Messiah*, and the *Elijah*. I am surprised that performances of those great works are attempted with choruses of young and immature voices. Serious and permanent injury to the singing voices of our young people is sure to result from the singing of these big choruses, which demand the full volume and extreme compass of adult voices".

The fact that many schools attempt music that is injurious to the voices is however no argument against chorus practise, and I most heartily recommend such practise in high schools, and advocate that it should be *required* of each pupil for one period a week in every year, and credit given. In addition to this there should be a one years course of at *least* one period a week in "music fundamentals" for all who expect to enter Normal Schools or otherwise prepare for teaching. This course should be taken not earlier than the third year of high school and credit should be given. For all who desire there should be a short course of not more than two years in music appreciation which should include examinations and for which credit should be given. A course in elementary harmony of not less than two years may profitably be offered to those who wish it for which credit should be given. The adoption of such a program would require the services of a regular teacher, to act as assistant to the supervisor.

In conclusion let me mention the loyalty and earnestness of the teachers; being given in many instances new and

somewhat difficult tasks, they have responded with their best efforts which have been cheerfully given for the good of the cause.

I sincerely appreciate, Mr. Superintendent, and members of the Board, your interest and support.

Respectfully submitted,

W. J. TITCOMB,

Supervisor of Music.

March 23, 1915,

REPORT

OF THE

Supervisor of Drawing.

Mr. Hector L. Belisle, Superintendent of Schools:—

Dear Sir,

In accordance with your request, I respectfully submit the following report in drawing.

Art in our schools is advancing rapidly. With the usual problem of how best to help nearly six hundred teachers, I have planned and written a new course of study in Drawing and Hand Work, and it has proven a great aid to the teachers, as the results show.

Aside from having a new outline, I have formed classes of the teachers giving each class lessons on special subjects, and from the interest taken in these lessons and the good results, I have felt well repaid for the time given.

Two pieces of work are sent to the office from each room every month and are examined by the Supervisors. In this way we can keep in touch with all the work and give special help where needed. The work is on exhibition in the supervisors' room, giving the teachers an opportunity to examine and compare it with their own.

I appreciate the appointment, by the Committee, of Miss Alma S. Bennett as assistant Supervisor of Drawing. Miss Bennett is filling the position in a very satisfactory manner, and is a capable, progressive assistant. We visit each building from six to eight times a year. Conferences with the teachers are held as the new work is taken up.

The work in the primary grades consists largely in expressing with brush, scissors or colored crayons, incidents from the daily lessons and the child's home, and school experiences, and in representing objects related to the school work, following the cycle of the year as closely as possible.

The instructions given during the drawing periods are of such a nature as to prove helpful to the child in developing power for better self-expression and in making him an independent thinker and worker.

The work in the grammar grades is carried along on the foundation laid in the primary department. The cardboard construction is being carried on by the boys of the sixth and seventh grades while the girls are cooking and sewing. The results are very good. The woodwork has been tried out by the boys of some of the seventh and eighth grades. Some of the boys are taking enough interest to buy their own tools and material to continue the work.

By the appointment of an assistant in the grade work, it has been possible for me to start a course of Fine Arts in the B. M. C. Durfee High School. There are two hundred and nineteen pupils taking the Normal course and as many more who would take it up if there were time. These pupils are divided into eight classes, each class having only one period a week. At present Monday and Tuesday is all the time I can spare from the supervisor of the Normal Training and grammar schools.

I would suggest that an Art teacher be placed in this department at once. The desks in this department are very poor, and I wish we might have suitable tables and chairs. The expense would not be large.

The art courses in the Technical High School under the direction of Miss Maud I. Streeter and Miss Alice Meehan have shown steady improvement.

The Normal Training School classes are large, the Seniors using one end of the hall while the Juniors are fortunate enough to have a room with plenty of black-

boards, which is very essential, as this work is planned to fit the student to teach in all grades.

I would suggest that a set of objects be placed in the Training School at once, and, if possible, a set in every school.

The drawing manuals should be replaced with new, up to date sets, and I am sure these would be appreciated by the teachers.

The Free Hand Evening Drawing School has had a very successful year, and the exhibition of the drawings and paintings was of exceptional merits, it being the best we have ever held. The classes were held in the Technical High School.

In conclusion, I wish to thank the principals and teachers for their earnest co-operation, and to express to you and to the School Board my appreciation of the interest taken in the work of this department.

Respectfully submitted,

WILLIAM E. BRALEY,

Supervisor of Drawing.

B. M. C. Durfee High School.

GRADUATING EXERCISES.

CLASS OF 1914.

FRIDAY, JUNE 26, 1914.

PROGRAM.

1. Overture, "The Four Ages of Man," - - - Sachner
Hoppe's Orchestra
2. Chorus, "The Host of Peace," - - - Verdi
Class of Nineteen Fourteen
3. Fantasia, "The Opera Mirror," - - - Tobani
Hoppe's Orchestra
4. Address,
Condé B. Pallen, Ph. D., LL. D.
5. a. Reverie, "The Wayside Chapel," - - - Wilson
b. "American Patrol," - - - Meacham
Hoppe's Orchestra
6. Presentation of Diplomas.
William E. Synan, M. D.,
Chairman of the School Committee
7. Class Ode, - - - Words by Mary Elizabeth Regan
Class of Nineteen Fourteen

CLASS ODE.

By Mary Elizabeth Regan.

At the crossways now we're standing;
Standing with reluctant feet,
E'er we start on life's long journey,
Fate's uncertainties to meet.
There may wait the crown of laurel,
Or the willow's drooping bough;
There may wait the cheers of thousands,
Or the grief of one loved brow.

Now our joys be mixed with sorrows;
Hope, with grief, be in our hearts;
Hope for blessings of the morrow;
Grief for that which now departs.
Alma Mater watch us, ward us;
Let thy star send forth its light;
Alma Mater watch us, ward us;
Arm us, shield us in the fight.

GRADUATES.

CLASS OF 1914.

Bailey, Marguerite Bernice	Flood, Frank
Barker, Beulah Bennett	Flynn, Marion Clare
Barlow, Emma Mary Magdalen	Fyans, Edith Jennie
Barry, Ethel Elizabeth	Granovsky, Albert Alvah
Batt, Louise Nowell	Hanson, Amy Ruth
Bolen, Edna Victoria	Harrington, Helen Mary
Booth, Edward Bartlett Joseph	Haworth, Mary
Brady, Frances Louise	Healy, Esther May
Buffington, Dorothy Kilburn	Hennessy, Katherine Mary
Burgess, Ethel Mason	Hicks, Lucy Davis
Burrell, Sarah	Hinchey, Annie Walpole
Caine, Annie Mae	Hughes, Anna Edna Frances
Caplan, Isidor	Hunt, Mildred Mason
Casey, Louise Dorothea	Jackson, Elizabeth
Chace, Fenton Mosher	Johnson, Margaret Evelyn
Chase, Winn Willard	Kingston, Sarah Elsie
Collis, Annie Cecelia	Kranz, Edward Louis
Considine, Mary Philomena	Lawton, Ralph Wilber
Connors, Emma Cecilia	Leeming, John Richard
Copeland, Florence May	Lesser, Isador
Creighton, Edith Westell	Levin, Isador Sandler
Cummings, Eugene Raphael	Lewin, Doris Mildred
Dagnall, Clarence Herschel	Lichtfeldt, Hermine Susan Mary
Daley, Ruth Dorothy	Logan, Louise Mary
Davenport, Nathaniel Boomer	MacKay, Leslie
Davol, Mabel Maria	MacKenzie, Stanley Westlake
Dearden, Raymond Henry	Malcolm, Jean Royle
Delaney, Henry Raymond	Manley, Lillias Eugene
Dolan, Mary Annunciata	Martin, Arthur Ellerby
Dowd, Thomas Francis	McCarty, Helen Mary
Duffy, Isabel Mac	McDermott, Emma Louise
Durfee, Randall Nelson, Jr.	McDonough, Joseph Francis
Durfee, Robertha Alice	McDonough, Thomas Joseph
Evans, Ethel Frances	McLellan, Charles W.
Fanning, Mary C. A.	McGraw, Margaret Miller
Ferguson, Eleanor Bagshaw	Milne, Delmar Alexander
Finigan, Aloysia Laura	Monks, Stella May
Finnegan, Emma	Murphy, William Storey

Nickerson, Annie Archibald	Smith, Lucy Sanford
Nicolet, Blanche Louise	Spragle, Marion Martha
O'Hare, Mary Margaret	Stott, Catherine Veronica
O'Hearn, Margaret Francis	Sullivan, Catherine Gertrude
Veronica	Sullivan, Charles Valentine
Patterson, Annie Contenty	Sullivan, Cornelius David
Peavey, Margaret	Joseph, Jr.
Pilling, Alice	Sullivan, Daniel Francis
Powers, Kathryn Ann	Sullivan, James Edward, Jr.
Regan, Mary Elizabeth	Sumner, Dorothy McGregor
Reynolds, Lorraine	Swords, Louise Cassian
Rigby, Alice Louise	Sykes, Annie Ethel
Rigby, Marion Gertrude	Thibault, Marie Gabrielle
Riley, Esther Kathleen	Touhey, Ruth Angela
Sackenoff, Etta	Townley, Ruth Clara
Sackenoff, Samuel Elberts	Walsh, Anna Kathryn
Sampson, Frederick Bucknam	Wareham, Marion Bowden
Sanford, Stella Martin	Watters, Ethel Louise
Shea, Henry Francis	West, Raymond Brooks
Shea, Ruth Mary	Wilcox, Harold Fairfield Colt
Simmons, Beatrice Gertrude	Wonson, Isabelle
Smith, George Richard	Wood, Mary Milne

The following have been neither absent nor tardy during their High School course of four years:

Raymond H. Dearden	Helen W. McCarty
Robertha A. Durfee	Marion G. Rigby
Mildred M. Hunt	Ruth M. Shea
Ralph W. Lawton	Beatrice G. Simmons

Holders of Alumni Scholarships for 1914-1915.

- The Mary B. Young Scholarship, \$200, to Raymond H. Dearden, 1914.
- The John S. Brayton Scholarship, \$200, to John D. Coffey, 1913.
- The James Madison Morton 3d Scholarship, \$250, to Frank H. Gifford, 1912.
- The Alumni Scholarship No. 1, Income of \$4,100, to Ernest Halliwell, 1912.
- The Class of 1882 Scholarship to John Raymond Ramsbottom, 1913.

Technical High School.

GRADUATING EXERCISES.

CLASS OF 1914.

TUESDAY, JUNE 23, 1914.

PROGRAM.

Overture,—“Barber of Seville,” - - - - Rossini
Shoob's Orchestra
Chorus,—“La Czarine,” - - - - Ganne
Class of Nineteen Fourteen
Selection,—“High Jinks,” - - - - Friml
Shoob's Orchestra
Address: David S. Snedden, Ph. D.,
Commissioner of Education.
Two Dances from Henry VIII, - - - - E. German
Shoob's Orchestra
Presentation of Diplomas,
William E. Synan, A. B., M. D.,
Chairman of School Committee
Ode, - - - - Words by Alma M. Ayre.
Class of Nineteen Fourteen.

CLASS ODE.

By Alma M. Ayre.
To Thee, oh fairest Alma Mater,
Dearest of Mothers, kind and true;
We sing our praises echoing gladness,
We give thee thanks and love anew.

Within thy dear and cherished halls,
Bright days we filled with toil and play;
Glad hours that live in mem'ry tender,
Shall light our path along life's way.

Farewell to Tech, our Alma Mater,
Loyal and true thy name we bless;
Of thy ideals forgetful never,
Our lives thy glory shall profess.

GRADUATES.

TECHNICAL COURSE FOR BOYS.

Arnold, Ernest Osborn	Munroe, Raymond Franklin
Belcher, Stuart Sprague	Olding, Joseph Henry
Borden, Harold Slade	O'Neil, William Aloysius
Cooper, Rowland	Perkins, Harold Somerby
Field, Henry Munford	Shea, William Connors
Hathaway, Ernest Clifton	Stiff, Frederick Kenneth
Huntington, Walter Eliot	Sullivan, Webster
Jackson, Joseph Buffington	Warren, Byron Prince
Lewin, John Milton	Whittier, Palmer Lowell
Moran, Thomas Joseph	Wilkinson, Winfred Durfee

TECHNICAL COURSE FOR GIRLS.

Davis, Charlotte Wood	Howland, Esther Lawrence
Dodge, Margaret Tiffany	Hunt, Florence Read
Haskins, Ruth	O'Donnell, Frances

CLERICAL COURSE.

Ayre, Alma Maude	Murphy, Arthur J. Thomas
Burton, Percy Lees	O'Hearne, Angela Magdalen
Grundy, Hazel Elizabeth	Popkin, Florence
Hale, Beebe Douglass	Sherry, Irene May
Hopewell, Aveling Clegg	Sullivan, Edward Aloysius
Kavolsky, Esther Ida	Sullivan, Joseph Timothy
Kelly, Joseph William	Sullivan, Lillian Frances
Macomber, Eli Andrew	Uditsky, Rose
Manchester, Orabelle	Walker, Lauretta Gertrude

Whittaker, Grace Susan

The following pupils have been neither absent nor tardy during their High School course:

Percy Lees Burton	Thomas Joseph Moran
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GRADUATES OF THE B. M. C. DURFEE
HIGH SCHOOL

Of the Class of 1914

WHO ENTERED HIGHER INSTITUTIONS.

BOSTON UNIVERSITY.

Eleanor B. Ferguson.

BROWN UNIVERSITY.

Winn W. Chase.
John R. Leeming.
Charles W. McClellan.
Raymond B. West.

HARVARD UNIVERSITY.

Eugene R. Cummings.
Albert A. Granovsky.
Isador S. Levin.
William S. Murphy.
Daniel F. Sullivan.
Samuel E. Sackenoff.

HOLY CROSS COLLEGE.

Joseph McDonough.
Cornelius D. J. Sullivan.
James E. Sullivan.

HOWARD UNIVERSITY.

Annie M. Caine.

JACKSON COLLEGE.

Isabel Wonson.

RADCLIFFE COLLEGE.

Mildred M. Hunt.

ST. CHARLES COLLEGE.

Edward B. J. Booth.

TUFTS COLLEGE.

H. Raymond Delaney.
Arthur E. Martin.
George R. Smith.

UNIVERSITY PENNSYLVANIA.

Isador Caplan.

VASSAR COLLEGE.

Blanche L. Nicolet.

WELLESLEY COLLEGE.

Louise N. Batt.

BRISTOL COUNTY AGRICULTURAL SCHOOL.

Nathaniel B. Davenport.

MASSACHUSETTS AGRICULTURAL COLLEGE.

Ralph W. Lawton.
Frederick B. Sampson.

MASSACHUSETTS INSTITUTE TECHNOLOGY.

Clarence H. Dagnall.
Raymond H. Dearden.

MICHIGAN AGRICULTURAL SCHOOL.

Stanley W. MacKenzie.
Henry F. Shea.

NEW ENGLAND CONSERVATORY MUSIC.

Annie A. Nickerson.

TEXTILE SCHOOL (Fall River).

Florence M. Copeland.
Fenton M. Chace.

WORCESTER DOMESTIC SCIENCE.

Emma M. M. Barlow.
Emma L. McDermott.

WORCESTER POLYTECHNIC INSTITUTE.

Edward Kranz.
Harold F. C. Wilcox.

BRIDGEWATER NORMAL SCHOOL.

Beulah B. Barker.
Ethel E. Barry.
Edna V. Bolen.
Ethel M. Burgess.
Louise D. Casey.
Annie C. Collis.
Mabel M. Davol.
Emma Finnegan.
Edith J. Fyans.
Lucy D. Hicks.
Jean R. Malcolm
Lillias E. Manley.
Stella M. Monks.
Mary M. O'Hare.
Margaret F. V. O'Hearn.
Margaret Peavey.
Mary E. Regan.
Etta Sackenoff.
Mary M. Wood.

FALL RIVER TRAINING SCHOOL.

Margaret B. Bailey.
Mary P. Considine.
Robertha A. Durfee.
Marion C. Flynn.
Annie W. Hinchey.
Elizabeth Jackson.
Margaret E. Johnson.
Sarah M. Logan.
Annie C. Patterson.
Catherine G. Sullivan.
Marie G. Thibault.
Ruth A. Touhey.
Annie Sykes.

FRAMINGHAM NORMAL SCHOOL.

Mary A. Dolan.
Ruth Daley.

HYANNIS NORMAL SCHOOL.

Frances L. Brady.
Sarah E. Kingston.
Catherine V. Stott.
Marion B. Wareham.

MRS. LANGZETTEL'S KINDERGARTEN SCHOOL, N. Y.

Marion Spragle.

RHODE ISLAND NORMAL SCHOOL.

Hermine S. M. Lichtfeldt.

Ethel L. Watters.

WESTFIELD NORMAL SCHOOL.

Esther K. Riley.

Anne E. F. Hughes.

Helen M. McCarty.

WHEELOCK'S KINDERGARTEN TRAINING SCHOOL.

Beatrice G. Simmons.

Dorothy M. Sumner.

WILLIMANTIC NORMAL SCHOOL.

Isabel M. Duffy.

Louise Swords.

MISS BENNETT'S SCHOOL.

Dorothy K. Buffington.

NATIONAL PARK SEMINARY.

Ethel F. Evans.

PHILLIPS EXETER ACADEMY.

Randall N. Durfee.

GRADUATES OF THE TECHNICAL HIGH
SCHOOL

Of the Class of 1914

WHO ENTERED HIGHER INSTITUTIONS.

BROWN UNIVERSITY.

Ernest C. Hathaway.

RHODE ISLAND STATE COLLEGE.

Webster Sullivan.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

Leo McNally.

PRATT INSTITUTE.

Henry M. Field.

William C. Shea.

WENTWORTH INSTITUTE.

Chester H. Sanford.

Rowland Cooper.

WORCESTER POLYTECHNIC INSTITUTE.

Winfred D. Wilkinson.

**REQUIREMENTS FOR DIPLOMA IN THE
B. M. C. DURFEE AND TECHNICAL
HIGH SCHOOLS.**

For work requiring preparation outside of class, credit will be given on a basis of one credit for one recitation a week for a year; for work requiring no outside preparation one-half as many credits will be given as for prepared work.

Seventy-six credits are required for a diploma. Pupils having less than seventy-six credits will not be allowed to take any part in the graduation exercises of their classes.

Twelve or more credits promote to the second year class; thirty-two to the third year class; fifty-two to the fourth year class.

The seventy-six credits must include not less than fourteen credits given for work prescribed in each of the last two years.

Elective studies must have the approval of the principal.

No classes will be formed in elective courses unless they are chosen by a sufficient number of pupils.

COURSES OF STUDY IN THE B. M. C. DURFEE HIGH SCHOOL. COLLEGE COURSE.

First Year.	Second Year.	Third Year.	Fourth Year.
English I.....6	English II.....4	English III.....4	English IV.....4
Latin I.....5	Latin II.....5	Latin III.....5	Latin IV.....5
Mathematics I.....5	Mathematics II.....6	Mathematics III.....3	Mathematics IV.....3
History I.....4	{ German I.....6	{ German II.....6	{ German III.....6
	{ or	{ or	{ or
	{ Greek I.....5	{ Greek II.....5	{ Greek III.....5
	{ History II.....3	{ French I.....6	{ French II.....6
		{ or	{ or
		Physics I*.....5	Physics I*.....6
			{ Chemistry I.....5

*May be taken third or fourth year.

History may be taken the fourth year by those
who elect Physics the third year.

SCIENTIFIC COURSE.

English I.....6	English II.....4	English III.....4	English IV.....4
German I.....5	German II.....5	German III.....5	German IV.....5
Mathematics I.....5	Mathematics II.....6	Mathematics III.....4	Mathematics IV.....4
History I.....4	History II.....6	French I.....6	French II.....6
		{ Physics I*.....5	{ Physics I*.....6
		{ or	{ or
		{ Chemistry I*.....6	{ Chemistry I*.....6
			{ History III.....4

*May be taken third or fourth year.

NORMAL COURSE.

First Year.	Second Year.	Third Year.	Fourth Year.
English I.....5	English II.....5	English III.....5	English IV.....5
Mathematics I.....5	Mathematics II.....5	{ French III.....4 or Latin III.....4	{ French IV.....4 or Latin IV.....4
{ French I.....5 or Latin I.....5	{ French II.....5 or Latin II.....5	{ German III.....4 or Zoology I.....5	{ German IV.....4 or Physics I.....5
{ German I.....5	{ German II.....5	{ Chemistry I.....5	{ Chemistry I.....5 or Geology & Astronomy I.....5
Hygiene I.....3	{ Botany I.....4 or Ancient History I.....4	Physiography I.....5	History II.....5
Drawing I.....2	Drawing II.....2	Drawing III.....1	Mathematics III.....4
		Arithmetic I.....3	Drawing IV.....1

GENERAL COURSE.

English I.....5	English II.....4	English III.....4	English IV.....4
{ Latin I.....5 or French I.....5	{ Latin II.....5 or French II.....5	{ Latin III.....4 or French III.....4	{ Latin IV.....4 or French IV.....4
Hygiene I.....3	Electives.	Electives.	Electives.
Mathematics I.....5	French I.....5	French II.....5	French III.....4
History I.....5	German I.....5	German II.....5	German III.....4
	Mathematics II.....5	German I.....5	French II.....5
	Botany I*.....5	Physics I.....5	Chemistry I.....5
		Botany I*.....5	Zoology I.....5
		Physiography I.....5	History IV.....5
		History III.....4	{ Astronomy { I.....5 Geology { I.....5

*May be taken second or third year.

COURSES OF STUDY IN THE TECHNICAL HIGH SCHOOL. TECHNICAL COURSE FOR BOYS.

First Year.	Second Year.	Third Year.	Fourth Year.
English I.....4	English II.....4	English III.....4	English IV.....4
Singing and Military Drill.1	Singing.....1	Singing.....1	Singing.....1
<i>Select one of the following groups.</i>			
Algebra I.....6 Mechanical A { Woodworking I.....4 French or German I.....5 History I.....5 }	French or German II.....5 Geometry I.....5 History II.....5 A { *Machine Shop.....6 *Forging.....6 Mechanical } Drawing.....4	French or German III.....5 Woodworking or Machine Shop.....6 A { Algebra and Geometry.....4 Physics.....6 Mechanical } Drawing.....4	American History and Civics.....5 Advanced Mathematics.....4 French.....5 German.....5 Chemistry.....6
Arithmetic and Algebra I.....4 Woodworking I.....10 Mechanical B { Drawing I.....4 *Elementary Science I.....5 }	Physics.....5 *Machine Shop.....10 Mechanical B { Drawing.....4 Vocational Mathematics.....4 }	Commercial Geography and History..5 Shop Mathematics and Mechanics.....5 Woodworking and Machine Work...10 Mechanical Drawing.....4 Chemistry.....3	Electricity and Steam Engineering.10 or Machine Shop Work.....10 or Woodworking...10 Mechanical Drawing10 or Architectural Drawing...10 Chemistry and Physics.....3 American History and Civics....6
French I.....5 Drawing, Modelling and Applied Design...10 C { Shop Work or Household Arts....2 *Elementary Science I.....5 }	Biology.....6 Drawing, Modelling and Applied Design 10 C { French II.....5 Shop Work or Household Arts....2 }	History.....2 French or German...5 Drawing, Painting and Crafts Work...10 Shop Work or Household Arts....2	History.....2 French or German...5 Drawing, Painting, Crafts Work 10 Shop Work or Household Arts....2

*Subjects covering one-half year.

TECHNICAL COURSE FOR GIRLS.

First Year.	Second Year.	Third Year.	Fourth Year.
English I 4	English II.....4	English III 4	English IV 4
Singing 1	Singing 1	Singing 1	Singing 1
<i>Select one of the following groups:</i>			
A {	Cooking 2	Algebra and Geometry....4	American History and Civil Gov't....5
	History 5	Cooking 4	Advanced Mathematics....4
	Sewing 2	A { Design 4	Chemistry.....5
	Drawing 4	Household Arts.....6	French or German...5
B {	Mathematics.....5	Physics.....6	Physics.....5
	French or German I..5		
B {	Applied Mathematics 5	Design 4	American History and Civil Gov't....5
	Sewing.....6	Cooking and Chemistry....5	Cooking and Economics....6
	Design.....2	B { Dressmaking and Millinery....10	Hygiene.....6
	Cooking 4		Dressmaking 6
C {	*Elementary Science and History....5		Design 3
			History 5
C {	French.....5	Commercial Geography.....2	Drawing, Painting, Crafts Work....10
	Drawing, Modelling and Applied Design 10	French or German...5	Shop Work and Household Arts....2
	C { Shop Work or Household Arts....2	C { Drawing, Painting, Crafts Work....10	
	Elementary Science and History*....5	Shop Work or Household Arts....2	

*One-half year.

CLERICAL COURSE.

First Year.	Second Year.	Third Year.	Fourth Year.
English I.....4	English II.....4	English III.....4	English IV.....4
Penmanship and Business Forms.....4	Bookkeeping.....6	Commercial Geography and History.....6	Economics and Civil Government*.....6
Arithmetic and Algebra or Com. Arithmetic.....4	History.....2	Correspondence.....5	Hygiene.....2
*General Science and History.....6		Bookkeeping or Stenography.....10	Stenography or Accounting.....10
Music.....1			
Military Drill (boys).....1			
Electives.	Electives.	Electives.	Electives.
Bookkeeping.....4	Geometry.....4	French or German.....6	Shop Work.....4
Shop Work.....2	Shop Work or House- hold Arts.....4	Typewriting.....4	Household Arts.....4
Household Arts.....2	French or German.....6	Household Arts or Shop Work.....4	French or German.....6
French or German.....6	Bookkeeping.....6		
Typewriting.....6	Typewriting.....4		
*One-half year each.			

BUSINESS COURSE FOR BOYS.

English.....4	English II.....4	English III.....4	English IV.....4
Elementary Science and History*.....6	Mechanics, Heat and Electricity.....6	Practical Physics and Chemistry.....6	American History and Civil Government*.....6
Arithmetic and Algebra.....4	Geometry and Trigonometry.....4	Commercial Geography and History.....6	Business Practice.....2
French or German or Spanish.....6	History.....2	French or German or Spanish.....6	French or German or Spanish.....6
Business Forms and Penmanship.....4	French or German or Spanish.....6	French or German or Spanish.....6	Salesmanship, Trans- portation and Banking.....4
Singing and Military Drill.....2	Business Forms.....6	Advertising and Design.....3	
Electives.	Electives.	Electives.	Electives.
Shop Work.....2	Shop Work.....2	Shop Work.....2	Shop Work.....4
Mechanical Drawing.....2	Mechanical Drawing.....2	Mechanical Drawing.....2	Mechanical Drawing.....6
Design.....2	Design.....2	Design.....2	Design.....4
*One-half year each.			Industrial Chemistry.....4

FINANCES.

Report for the Year Ending December 31st, 1914.

GENERAL EXPENSE FUND.

For day schools.

INCOME.

Appropriation, Direct Taxation.....	\$23,000.00	
Receipts	11,219.10	
Transferred from Salary Account.....	724.91	
Transferred from Contingent Account.....	845.29	
		\$35,789.30

EXPENDITURES.

For Advertising, Annual Report, Printing, School Directory.....	1,541.99	
Books and Supplies.....	28,286.73	
Car Tickets, Travel, Carriage Hire.....	513.37	
Cooking Supplies.....	487.15	
Electric Power.....	432.07	
Express, Freight, Teaming.....	550.07	
Graduation, Incidentals.....	605.60	
Incidentals, (Photos, Ringing Chimes, etc.).	635.21	
Rent of Armory and Janitor.....	300.00	
Office Supplies.....	32.75	
Rent of Chairs.....	187.94	
Stationery, Postage Stamps, P. O. Box, etc..	776.08	
Telegrams and Telephones.....	256.47	
Truants, Board and Committing.....	539.05	
Courtis Tests.....	401.86	
Typewriters and Repairs.....	182.36	
		\$35,789.30

SALARIES FUND.

INCOME.

Appropriation, Direct Taxation.....	\$377,000.00	
Appropriation, General Revenue.....	68,000.00	
		\$445,000.00

EXPENDITURES.

For Attendance Officers	\$6,180.00	
For Clerical Assistance.....	3,037.90	
Secretary	750.00	
For Superintendent and Assistant.....	5,800.00	
Teachers....	427,667.19	
Transportation.....	840.00	
		\$444,275.09
Balance transferred to Public Schools, Gen- eral Expenses.....	724.91	
		\$445,000.00

EVENING SCHOOL FUND.

INCOME.

Appropriation, Direct Taxation.....	\$17,600.00	
Transferred from Contingent.....	330.58	
		\$17,830.58

EXPENDITURES.

For Advertising.....	147.65	
For Books and Supplies.....	1,039.14	
Freight and Teaming.....	10.17	
Printing and Posting Notices.....	186.25	
Sewing Machines, Sewing Tables.....	369.62	
Teachers' Salaries.....	16,021.00	
Clerical Assistance.....	42.55	
Postage.....	5.00	
Travel (Auto).....	8.80	
		\$17,830.58

B. M. C. DURFEE FUND.

Cash on hand January 1st, 1914.....	\$1,782.19	
Receipts in 1914	2,525.75	
		\$4,307.94
Expended to January 1, 1915.....		2,000.00
		\$2,307.94

DAVIS PRIZE FUND.

Cash on hand January 1, 1914.....	\$70.43	
Receipts in 1914.....	64.92	
		\$135.35
Expended in 1914.....		74.74
Cash on hand January 1, 1915.....		\$60.61

JOHN B. DIMAN TRUST FUND.

For School Year 1913-14.

INCOME.

January 1, Balance.....	\$1,795.48	
Interest	13.32	
		\$1,808.80

EXPENDITURES.

For Salary of Teacher.....	\$1,080.00	
For Salary of Janitor ..	32.00	
Equipment and Supplies	641.02	
Express and Freight.....	15.63	
Balance paid to John B. Diman, in accordance with Trust Deed.....	40.15	
		\$1,808.80

For School Year 1914-15.

INCOME.

Cash received from John B. Diman, deposited in Fall River National Bank.....	\$2,500.00	
Interest credited on deposit in Fall River National Bank.....	3.13	
		\$2,503.13

ANNUAL SCHOOL REPORT

EXPENDITURES.

Salary of Teacher.....	\$540 00	
Salary of Janitor.....	10.00	
Equipment and Supplies.....	25.31	
Express and Freight.....	6.10	
		\$581.41
Balance January 1st, 1915.....		
		\$1,921.72

SAMUEL WATSON FUND.

January 1, 1914, Cash on hand.....	\$52.14	
Receipts in 1914.....	45.39	
		\$97.53
Expended in 1914.....		
		20.00
Balance January 1, 1915.....		
		\$77.53

SUMMARY.

The following table shows the expenditures for school maintenance for the fiscal year ending December 31, 1914 :

EXPENDED BY THE SCHOOL COMMITTEE.

Salaries, Day Schools.....	\$444,275.09	
General Expenses, Day Schools.....	35,789.30	
Salaries, Evening Schools.....	16,068.55	
General Expenses, Evening Schools.....	1,767.03	
		<u>\$497,894.97</u>

EXPENDED BY PUBLIC BUILDINGS DEPARTMENT.

Fuel	\$20,413.64	
Insurance on Boilers.....	383.50	
Janitors' Salaries.....	60,641.97	
Janitors' Supplies	2,249.94	
Lighting	2,676.36	
Repairs on School Houses.....	34,664.46	
		<u>\$121,029.87</u>

EXPENDED FROM SPECIAL FUNDS.

B. M. C. Durfee Fund.....	\$2,000.00	
Davis Prize Fund.....	74.74	
John B. Diman Fund, Sept. 1913-June 1914	1,768.65	
John B. Diman Fund, Sept 1914-Jan. 1915.	581.41	
Samuel Watson Fund.....	20.00	
		<u>\$4,444.80</u>
Total expended for all school purposes,..		<u>623,369.64</u>

STATISTICS.

I. POPULATION.

Population, Census of 1910.....	119,295
Population, April 1st, 1914, (estimated).....	122,231
Children between 5 and 15 years of age, September, 1914:	
Males, 12,166; Females, 12,548.....	24,714
Increase.....	2,869
Children between 7 and 14 years of age, September, 1914:	
Males, 8,217; Females, 8,375.....	16,592

II. SCHOOLHOUSES.

Number occupied, December, 1914.....	55
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(a) ROOMS.

High Schools:

Number of recitation rooms.....	49
Number of laboratories.....	6
Number of shops, industrial and commercial rooms	14
Total rooms for instruction.....	69

Elementary Schools:

Grammar classrooms.....	83
Primary classrooms.....	244
Special and ungraded rooms.....	*19
Suburban ungraded rooms.....	4
Kindergarten rooms.....	*7
Normal Training classrooms.....	†2
Cooking rooms.....	1
Vocational classrooms.....	1
Classrooms unoccupied.....	4
Total.....	365

(b) SITTINGS.

High Schools:

In B. M. C. Durfee High School.....	741
In Technical High School.....	718
Total.....	1,459

Elementary Schools:

In grammar schools.....	4,513
In primary schools.....	12,603
In special and ungraded rooms.....	615
In suburban ungraded schools.....	161
Total.....	17,892

Kindergartens:

Total.....	325
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* One rented.

† Section of hall counted as one room.

NORMAL TRAINING SCHOOL STATISTICS.

Number of pupil-teachers enrolled during year 1914.....	78
Number of pupil-teachers graduated in June, 1914.....	20
Number of pupil-teachers admitted in September, 1914....	20
Number of pupil-teachers in senior class, December, 1914..	34
Number of pupil-teachers in junior class, December, 1914..	21
Number of half days substituting by pupil-teachers.....	555

HIGH SCHOOL FIRST YEAR CLASS.

1914-15

NUMBER OF NINTH GRADE PUPILS,

AND

SCHOOLS FROM WHICH THEY CAME.

B. M. C. DÜRFEE. TECHNICAL. TOTAL.

Borden.....	13	15	28
Davenport.....	25	26	51
Davis.....	11	17	28
Dominican Academy....	3	—	3
Fowler.....	14	6	20
George B. Stone.....	5	12	17..
Highland.....	14	13	27
Hugo A. Dubuque.....	1	—	1
John J. McDonough....	9	10	19
Lincoln.....	17	13	30
N. B. Borden.....	20	14	34
North Fall River.....	—	2	2
Sacred Heart.....	10	11	21
Samuel Watson.....	5	11	16
Slade.....	5	15	20
St. Ann's.....	3	—	3
St. Joseph's.....	14	8	22
St. Louis'.....	7	7	14
St. Mary's.....	9	21	30
St. Patrick's.....	13	2	15
Susan H. Wixon.....	3	9	12
Upper New Boston.....	—	1	1
Westall.....	19	19	38
William J. Wiley.....	7	8	15
William S. Greene.....	8	19	27
Other cities.....	5	—	5
Previously entered.....	7	5	12
Non-residents.....	14	46	60
Totals.....	261	310	571

STUDIES TAUGHT IN THE B. M. C. DURFEE HIGH SCHOOL.

	First Year.		Second Year.		Junior Year.		Seniors Year.		Totals.		
STUDIES.	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
English	105	156	64	99	71	84	40	84	280	423	703
Greek	0	0	9	3	13	0	4	3	26	6	32
Latin	99	97	41	56	28	32	16	32	184	217	401
German	21	0	42	50	59	23	28	19	150	92	242
French	0	75	18	25	73	68	30	42	121	210	331
Ancient History...	105	39	48	43	1	2	2	10	156	94	250
American History & Civil Gov.....	0	0	0	0	0	0	16	62	16	62	78
Algebra	108	154	0	0	66	24	0	0	174	178	352
Plane Geometry...	0	0	71	102	28	0	0	0	99	102	201
Solid Geometry....	0	0	0	0	0	0	36	19	36	19	55
Trigonometry	0	0	0	0	20	1	0	0	20	1	21
Physics	0	0	0	0	3	0	11	6	14	6	20
Chemistry	0	0	1	0	11	14	8	12	20	26	46
Botany	0	0	0	58	1	57	1	3	2	118	120
Zoology	0	0	0	1	2	30	0	0	2	31	33
Astronomy	0	0	0	0	0	0	2	46	2	46	48
Geology	0	0	0	0	0	0	2	46	2	46	48
Physiography	0	0	0	0	1	67	0	0	1	67	68
Hygiene	1	135	0	0	0	0	0	0	1	135	136
Arithmetic Reviews	0	0	0	0	1	56	0	0	1	56	57
Algebra Reviews..	0	0	0	0	0	0	39	76	39	76	115
Geometry Reviews.	0	0	0	0	0	0	39	76	39	76	115
Ethics	105	156	64	99	71	84	40	84	280	423	703
Art	117	0	2	0	43	0	50	1	212	1	213
Music	105	156	0	0	0	0	40	84	145	240	385

STUDIES TAUGHT IN THE TECHNICAL HIGH SCHOOL.

STUDIES.	First Year.		Second Year.		Third Year.		Fourth Year.		Totals.		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
English	163	136	105	103	48	50	29	37	345	326	671
French	129	112	36	65	3	1	0	0	168	178	346
German	12	0	19	0	8	8	5	7	44	15	59
Spanish	9	2	13	0	0	0	0	0	22	2	24
Ancient History ...	32	0	0	0	0	0	0	0	32	0	32
American History											
& Civil Gov't. ..	90	74	69	52	15	16	22	35	196	177	373
Com'l Geography ..	0	0	0	0	36	31	0	0	36	31	67
Algebra	40	26	0	0	11	11	11	6	62	43	105
Arithmetic	29	107	0	14	0	0	0	0	29	121	150
Voc. Mathematics.	99	0	41	0	17	0	0	0	157	0	157
Plane Geometry...	0	0	58	20	13	9	0	0	71	29	100
Solid Geometry...	0	0	0	0	0	0	10	0	10	0	10
Physics	0	0	32	0	9	0	12	0	53	0	53
Chemistry	0	0	0	0	17	0	26	41	43	41	84
Biology	0	0	1	38	0	0	0	0	1	38	39
Hygiene	0	0	0	0	0	0	0	38	0	38	38
General Science...	54	72	0	0	0	0	0	0	54	72	126
Fine Arts	3	9	1	5	1	5	0	6	5	25	30
Woodworking	86	0	0	0	0	0	0	0	86	0	86
Electrical & Steam											
Engineering	0	0	0	0	0	0	7	0	7	0	7
Mech'l Branches...	0	0	11	0	55	0	4	0	70	0	70
Mechanics, Heat &											
Electricity	0	0	0	0	0	0	22	0	22	0	22
Machine Shop Work	0	0	62	0	25	0	0	0	87	0	87
Forging	0	0	64	0	0	0	15	0	79	0	79
Mecha'l Drawing..	101	0	104	0	27	0	7	0	239	0	239
Arch'r'l Drawing..	0	0	0	0	2	0	4	0	6	0	6
Applied Design...	6	0	6	0	0	0	0	0	12	0	12
Printing	52	0	32	0	18	5	0	0	102	5	107
Salesmanship	0	0	0	0	0	0	10	0	10	0	10
Business Organiz-											
ation	0	0	0	0	0	0	10	0	10	0	10
Commercial Cor-											
respondence ..	0	0	0	0	10	20	0	0	10	20	30
Penmanship	0	0	0	0	0	11	0	0	0	11	11
Bookkeeping	81	152	41	72	12	9	0	0	134	233	367
Stenography	22	70	6	51	6	21	2	17	36	159	195
Typewriting	31	100	22	77	15	26	6	30	74	233	307
Cooking	0	51	0	85	0	29	0	25	0	190	190
Sewking	0	160	0	105	0	38	0	28	0	331	331
Design	0	81	0	38	0	35	0	48	0	202	202
Economics	0	0	0	0	0	23	0	8	0	31	31

HIGH SCHOOL ENROLLMENT BY GRADES.

B. M. C. DURFEE HIGH SCHOOL.

Classification.	School Year 1913-14.			Sept. 1914-Jan. 1915		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Ninth Grade	83	123	206	106	156	261
Tenth Grade.....	94	96	190	64	99	163
Eleventh Grade.....	51	86	137	71	84	155
Twelfth Grade.....	39	87	126	39	80	119
Graduates and Specials....		5	5	1	5	6
	<u>267</u>	<u>397</u>	<u>664</u>	<u>280</u>	<u>424</u>	<u>704</u>

TECHNICAL HIGH SCHOOL.

Classification.	School Year 1913-14.			Sept. 1914-Jan. 1915		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Ninth Grade	65	59	124	150	160	310
Tenth Grade.....	123	65	188	107	94	201
Eleventh Grade.....	40	67	107	46	61	107
Twelfth Grade.....	32	38	70	29	35	64
	<u>260</u>	<u>229</u>	<u>489</u>	<u>332</u>	<u>350</u>	<u>682</u>
Totals--Both High Schools.						
Ninth Grade	148	182	330	255	316	571
Tenth Grade	217	161	378	171	193	364
Eleventh Grade.....	91	153	244	117	145	262
Twelfth Grade	71	125	196	68	115	183
Graduates and Specials....		5	5	1	5	6
	<u>527</u>	<u>626</u>	<u>1153</u>	<u>612</u>	<u>774</u>	<u>1386</u>

AGES OF PUPILS BY GRADES.

HIGH SCHOOLS.

December, 1914.

YEARS.		12	13	14	15	16	17	18	19	20	21	22	Total.
GRADES.													
IX.	Boys	8	55	88	81	30	6	1					269
	Girls	13	68	136	72	30	11	1					331
	Totals	21	123	224	153	60	17	2					600
X.	Boys		8	30	74	39	18	7	1				177
	Girls		6	26	74	47	11	3					167
	Totals		14	56	148	86	29	10	1				344
XI.	Boys				17	48	29	12	4	2			112
	Girls				2	15	58	42	16	2			135
	Totals				2	32	106	71	28	6	2		247
XII.	Boys				1	9	32	17	5	1	1	2	68
	Girls				2	17	44	40	10	4			117
	Totals				3	26	76	57	15	5	1	2	185
POST GRAD.													
	Boys						1		1	1			3
	Girls						1	3	1	1			6
	Totals						2	3	2	2			9
TOTAL													
	Boys	8	63	118	173	126	86	37	11	4	1	2	629
	Girls	13	74	164	163	152	109	63	13	5			756
	Totals	21	137	282	336	278	195	100	24	9	1	2	1385

AVERAGE AGES—SEPT. 1, 1914.

Ninth Grade. Twelfth Grade,

B. M. C. Durfee High School.....14 Y. 1 M. 17 Y. 5 M.

Technical High School.....14 Y. 4 M. 17 Y. 4 M.

NON-RESIDENT PUPILS SEPT. 1914 TO JAN. 1915.

B. M. C. Durfee High School..... 52

Technical High School..... 56

Total.....138

GRAMMAR SCHOOLS.

AVERAGE AGE OF GRADUATING CLASS, JUNE, 1914.

	No. of Graduates	Average Age.	
Borden.....	39	14 Y.	7 M.
Copicut.....	1	13 Y.	5 M.
Davenport.....	66	14 Y.	6 M.
Davis.....	35	14 Y.	10 M.
Fowler.....	24	14 Y.	6 M.
George B. Stone.....	24	14 Y.	5 M.
Highland.....	30	14 Y.	7 M.
John J. McDonough.....	30	14 Y.	11 M.
Lincoln.....	33	15 Y.	1 M.
Nathaniel B. Borden.....	37	14 Y.	5 M.
North Fall River.....	2	14 Y.	2 M.
Samuel Watson.....	28	14 Y.	7 M.
Slade.....	28	14 Y.	8 M.
Susan H. Wixon.....	21	14 Y.	6 M.
Westall.....	39	14 Y.	9 M.
William J. Wiley.....	18	14 Y.	8 M.
William S. Greene.....	38	14 Y.	7 M.
	493	14 Y.	8 M.

SIGHT AND HEARING TESTS.

	No. of pupils examined.	No. found defec- tive in sight.	No. found defec- tive in hearing.
1908	14,452	2,256 or 17.5%	477 or 3.3%
1909	15,371	2,209 or 14.4%	442 or 2.9%
1910	14,782	2,291 or 15.5%	395 or 2.9%
1911	14,523	2,164 or 14.3%	323 or 2.2%
1912	14,340	2,230 or 15.5%	289 or 2%
1913	14,654	2,063 or 14.1%	301 or 2.1%
1914	15,339	1,926 or 12.6%	291 or 1.5%

AGES OF PUPILS BY GRADES.

Totals																No. of Pupils Over Age.
Years	5	6	7	8	9	10	11	12	13	14	15	16	17			
GRADES.																
I. Boys	469	433	242	85	34	23	7	2	1		1		1297	163		
Girls	474	378	184	92	27	23	12	14	1	1	2		1208	172		
Totals	943	811	426	177	61	46	19	16	2	1	3		2505	325		
II. Boys	7	285	314	236	98	63	42	15	10	3			1073	231		
Girls	5	310	313	203	97	59	46	27	13	1			1074	243		
Totals	12	595	627	439	195	122	88	42	23	4			2147	474		
III. Boys		7	206	355	288	201	120	82	65	18	3	1	1352	496		
Girls		6	234	304	239	198	113	85	75	14	2	1	1271	488		
Totals		13	440	659	527	399	239	167	141	32	5	2	2623	984		
IV. Boys			7	100	235	237	203	180	123	32	3		1120	541		
Girls			6	102	227	261	174	153	145	27	2	1	1098	502		
Totals			13	202	462	498	377	333	268	59	5	1	2218	1043		
V. Boys				4	49	165	222	201	197	58	12	1	909	469		
Girls			1	4	72	181	187	195	186	46	2		874	429		
Totals			1	8	121	346	409	396	383	104	14	1	1783	898		
VI. Boys					1	37	134	189	173	73	14	1	622	261		
Girls				1	3	42	145	183	156	39	10	1	580	206		
Totals				1	4	79	279	372	329	112	24	2	1202	467		
VII. Boys						4	23	68	152	70	26		343	96		
Girls						2	19	114	137	61	9	3	345	73		
Totals						6	42	182	289	131	35	3	688	169		
VIII. Boys							1	24	96	80	54	15	1	271	70	
Girls							3	36	100	92	48	8	1	288	57	
Totals							4	60	196	172	102	23	2	559	127	
Tot. Boys:	476	725	769	780	705	730	758	761	817	334	113	18	1	6987	2317	
Girls	479	694	738	706	665	706	690	807	813	281	75	14	1	6738	2170	
Totals	955	1419	1507	1486	1370	1436	1457	1568	1630	615	188	32	2	13725	4487	
* This table does not include the pupils of the special classes. See page 000.																

SPECIAL CLASSES.

FROM SEPTEMBER, 1913, TO JUNE 1914.

Name of School	Number enrolled		No. En-rolled over 14 yrs of age		No. En-rolled less than 14 years of age		No. of Pupils by Nationalities.										Number who were really illiterate	Number who were sent to regular grade rooms	Number who went to higher institutions of learning	Number who obtained working certificates	
	Boys	Girls	Boys	Girls	American	Austrian	English	French	Greek	Italian	Polish	Portuguese	Russian	Syrian	Turkish						
Border City	41	18	10	6	7				7									4	2		19
Coughlin	40	19	5	14	2				32			1	5	2				38			4
Davol	23			9	14				23									17	7		
Geo. B. Stone	45	15	4	10	17				21		3		20	1				3	5		13
H. A. Dubuque	29	13	3	10	3			4	9		5		11					1		2	18
J. M. Aldrich																					
N. B. Borden	119	49	24	27	19	3	3		36	1	3		53	15	2	1		4		2	36
S. Longfellow	54	20	23	8	3				14				40					6	2		14
S. Watson	69	17	8	32	12	8			50			1	8	2				1	12		34
Totals	420	150	77	116	77	11	3	4	192	1	11	2	171	20	2	1		74	28	4	138

FROM SEPTEMBER, 1914, TO FEBRUARY 1, 1915.

Border City	30	17	10	2	1			1	8					21				4			15
Coughlin	46	18	7	16	5				32				1	12	1			16	2		14
Davol	39	3	6	17	13			2	37									28	1		6
Geo. B. Stone	62	21	12	17	12				13		2	6	40	1				6	2		12
H. A. Dubuque	24	12	4	5	3			1	9		3			11				3			4
J. M. Aldrich	39	7	3	14	16	1			21			2	6	1	8			1	4		3
N. B. Borden	108	31	31	32	14	3	3		27	1		12	39	21	1			37	12		19
S. Longfellow	43	13	17	7	6				10		2		31					7	1		4
S. Watson	55	7	10	21	17	3			43					8	1				17		14
Totals	446	129	100	131	86	7	3	4	200	1	7	21	168	25	9			102	39		91

REPORT OF THE EVENING SCHOOLS.

ADVANCED AND SPECIAL CLASSES.

For the Term Beginning Nov. 3, 1913, and Ending March 5, 1914.

Advanced and Special Schools.	Whole No. of Pupils Enrolled		Totals	Average Attendance	No. of Teachers at Beginning of Term	No. of Teachers at End of Term	No. of Day School Teachers	No. of Rooms Used
	M.	F.						
Technical High School Academic Branches	281	187	468	442	24	22	15	
Arch. and Mech. Dr. wing	35		35	33	2	2	2	
Woodworking	21		21	19	1	1	1	
Total	337	187	524	494	27	25	18	
Free Hand Drawing (Lincoln	56	37	93	28	4	4	2	1
Civil Service Class (N. B. Borden)	129	10	139	63	11	4	7	5
Sewing: Border City		54	54	14	2	2		1
Davis		63	63	26	4	3	1	1
J. J. McDonough		51	51	32	3	4	1	1
Samuel Watson		122	122	52	7	6	4	1
Susan H. Wixon		113	113	36	5	4	3	3
Tech. High School		102	102	95	9	9	2	
Total		505	505	255	30	28	11	
Cooking: J. J. McDonough		86	86	22	2	2	1	1
Tech. High School		26	26	22	2	2	2	
Total		112	112	44	4	4	3	
Totals	522	851	1373	884	76	65	41	

REPORT OF THE ELEMENTARY EVENING SCHOOLS.

For the Term Beginning Nov. 3, 1913, and Ending March 5, 1914.

ELEMENTARY	Whole No. of Pupils Enrolled		Totals	Average Attendance	No. of Illiterates Enrolled	No. of Teachers at Beginning of Term	No. of Teachers at End of Term	No. of Day School Teachers	No. of Rooms Used
	M.	F.							
Border City	76	39	115	58	51	5	5	3	2
Chace	87	82	169	92	98	8	7	8	2
Davis	154	122	276	162	132	13	13	13	5
John J. McDonough	265	176	441	270	229	27	20	15	10
Lincoln	291	127	418	235	194	21	19	17	8
Lindsey Street	61	38	99	75	58	4	5	3	2
Mount Hope Avenue	66	13	79	26	55	4	2	4	2
Samuel Watson	214	155	369	208	160	20	14	16	8
Slade	266	121	387	162	160	15	13	13	6
Susan H. Wixon	101	42	143	65	6	6	5	4	3
Tucker Street	63	39	112	47	20	4	4	4	2
TOTALS	1644	954	2598	1400	1163	127	107	100	50

Copicut	1-8	5	6	13	17	10	89	9		1	1	1
North Fall River	1-8	12	11	23	16	16	94	102	15		1	1
Upper New Boston	1-7	15	18	33	25	22	86	56	26	1	1	2
Watuppa	1-7	8	14	23	23	21	89	43	9	1	1	1
KINDERGARTENS												
Bedford Street		50	40	90	44	34	77	301			1	2
Border City		28	28	56	41	35	85	183			1	2
John J. McDonough		36	33	69	50	41	81	73			1	2
Pleasant Street		31	37	68	41	30	74	175			1	2
Susan H. Wixon		28	29	57	44	36	82	47	10		1	2
William J. Wiley		29	22	51	30	24	79	79			1	2
William S. Greene		26	29	56	44	34	78	85	2		1	2
		8,476	8,274	16,750	14,826	13,785	91	25,430	16,094	423	854	554

REPORT OF ATTENDANCE OFFICERS

FROM SEPT. 1913 TO JUNE 1914.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
No. of investigations with Blanks	433	252	259	560	783	615	673	474	627	247	4923
No. of investigations without Blanks	276	70	91	161	191	240	227	143	199	73	1671
No. of Transfers investigated	853	116	183	233	168	110	165	113	106	47	2094
No. of Contagious Diseases investigated.	31	10	54	75	90	66	48	35	53	25	487
No. of investigations of Evening School Pupils.	0	0	19	110	145	103	0	0	0	0	377
No. of Children taken in belonging to Public Schools.	50	12	13	25	13	15	24	16	21	15	204
No. of Children taken in belonging to Parochial Schools.	1	3	0	0	16	0	4	2	5	0	31
No. of Visits to Parochial Schools,	56	45	21	36	50	61	68	45	52	18	452
No. of Truants before Court.	0	5	6	0	2	2	1	0	0	0	16
No. of Truants Committed to Union Training School.	0	0	0	0	0	1	0	0	0	0	1
No. of Mills, Shops and Stores investigated.	0	0	0	65	16	20	13	51	77	33	275
No. of Children out of School on account of Contagious Diseases.	98	27	164	178	222	152	132	85	96	44	1198

TEACHERS APPOINTED IN 1914.

Sarah C. Harticon, Harriet T. Healy.....	February	3
Lucy K. Hatch, Durfee High.....	February	18
Laura Butler, Durfee High.....	February	18
Anna A. Cummings, Davenport.....	April	7
Anna E. Leary, Hugo A. Dubuque.....	July	7
Stella M. Smith, Durfee High.....	July	7
Helen McK. Swift, Durfee High.....	July	7
Julia W. Sullivan, Technical High.....	July	7
James L. Cummings, Technical High.....	July	7
Katherine B. Lyons, Technical High.....	September	1
Gertrude H. Theobald, Technical High.....	September	1
Mabel D. Pettengill, Technical High.....	September	1
William H. Dooling, Technical High.....	September	1
Henry C. R. Breault, Technical High.....	September	1
John L. O'Gorman, Durfee High.....	September	1
Anna F. O'Neil, Cambridge Street.....	September	1
Mary V. Myles, Buffinton Street.....	September	1
Mary T. Conroy, Hugo A. Dubuque.....	September	1
Margaret A. Clarke, Covell Street.....	September	1
Evelyn V. Lenehan, Brayton Avenue.....	September	1
Mary Lee, Davis.....	September	1
Isabelle Jones, Davis.....	September	1
Elizabeth J. Leary, Davenport.....	September	1
Bessie F. Carroll, Robeson.....	September	1
Esther D. Cunningham, Harriet T. Healy.....	September	1
Hannah J. Connors, John J. McDonough.....	September	1
Grace L. Simmons, Slade.....	September	1
Hattie M. Brown, John J. McDonough.....	September	1
Helen M. O'Brien, William J. Wiley.....	September	1
George F. Coyle, Technical High.....	September	10
L. Stanford Willis, Technical High.....	September	10
Marion Keeler, Technical High.....	September	10
Sarah E. Brownell, George B. Stone.....	September	10
Janet Gordon, Susan H. Wixon.....	October	6
May M. Coffey, Brayton Ave.....	October	6
Helen V. Shay, Davis.....	October	6
M. Irene Sherry, Technical High.....	November	3
Agnes K. McNerney, Harriet T. Healy.....	December	1
Susan P. Hays, Mount Hope Avenue.....	December	15
Nellie S. Hilliard, Sewing.....	December	28

RESIGNATIONS, 1914.

Name.	Date of Resignation.	Date of Appointment	Years of Service
Cornelia E. Mackie,	January 31,	June, 1907,	7
Harriet D. Proctor,	January 31,	September 1910,	4
Mary E. V. Corcoran,	April 7,	February, 1892,	22
Elizabeth A. Regan,	May 5,	February, 1896,	18
Katherine V. Nannery,	June 2,	June, 1912,	2
Charles F. Howland,	June 25,	September, 1906,	8
Lena E. McMahon,	June 25,	June, 1910,	4
Luella Cuttle,	July 7,	June, 1907,	7
David E. Greenaway,	July 7,	1907,	7
Letitia M. Oliver,	July 7,	June, 1906,	8
Elizabeth G. Finneran,	July 7,	June, 1904,	10
John Ferguson,	July 7,	September, 1896,	19
Willia B. Lake,	September 1,	August, 1913,	1
Ansel S. Richards,	September 1,	September, 1911,	3
J. Albert Foisy,	September 1,	August, 1913,	1
Ellen L. McCann,	September 1,	June, 1891,	23
Sarah E. Childs,	September 1,	June, 1908,	6
Katharine S. Fennelly,	September 1,	June, 1902,	12
M. Margaret Doyle,	September 1,	August, 1913,	1
Mary E. McDonald,	September 1,	July, 1909,	5
Sarah C. Harticon,	September 1,	June, 1912,	2
Annie A. Lyman,	September 1,	September, 1896,	18
Rachel B. Cluny,	September 1,	1908,	6
Mary C. Gifford,	September 10,	September, 1913,	1
Annie Clarkson,	September 10,	September, 1897,	17
Jennie E. Freeborn,	September 10,	September, 1892,	22
Margaret J. Regan,	November 3,	1896,	18
Jennie F. Field,	December 1,	June, 1904,	10

ON LEAVE OF ABSENCE.

Rebecca Cook	Gertrude A. McElvie
A. Gertrude Daley	Mary C. O'Brien
Julia E. Harrington	Elizabeth O'Loughlin
Della M. Manchester	Lenora A. Read
	Mary A. Slade.

CALENDAR.

School year 1914-1915.

First term.

Sept. 9th, 1914, to January 27th, 1915.

Holidays: October 12th, 1914; January 1st, 1915.

Thanksgiving recess, November 26th and 27th.

Christmas recess, December 21st to 25th inclusive.

Midwinter recess, January 28th, 29th.

Second term.

February 1st, 1915, to June 25th, 1915.

Holidays: February 22nd, April 19th.

May 30th (Sunday) observed May 31st.

Spring recess: April 2nd to 9th inclusive.

School year 1915-1916.

First term begins Sept. 8th, 1915.

Holiday: October 12th.

Thanksgiving recess, November 25th and 26th.

Christmas recess, December 17th to 31st, inclusive.

IN MEMORIAM.

BENJAMIN COOK

Teacher in the elementary schools thirteen years.

Died November 5th, 1914, at the
age of 69 years.

ORGANIZATION OF THE SCHOOLS.

DECEMBER 1914.

NORMAL TRAINING SCHOOL.

WILLIAM S. GREENE SCHOOL BUILDING.

Cambridge Street, Corner Lapham Street.

	Date.
Anna W. Braley, Principal.....	1896
Ruth Negus, Vice-Principal.....	1882
Winifred F. Chase, Instructor.....	1907
Mabel L. Stuart, Instructor.....	1896
	Grade. Date.
Cecilia M. Doran, Principal's Assistant.....	VIII. 1903
Emily L. Clegg.....	VII. 1904
Margaret M. Clarkson.....	VI. 1910
Lottie W. Wainwright.....	V. 1909
Gertrude M. Hurley.....	IV. 1905
Maude L. Sampson.....	III. 1904
Delia I. Hassett.....	II. 1892
Leonora A. Donovan.....	I. 1909.
Maude I. Buffinton, Kindergartner.....	1896
Florence M. Kennedy, Kindergartner Assistant.....	1912

B. M. C. DURFEE HIGH SCHOOL.

Rock Street, Between Cherry and Locust Streets.

	Date.
Frederic W. Plummer, Principal.....	1912
Willard H. Poole, Vice-Principal, Physics, Chemistry.....	1895
George F. Pope, Mathematics.....	1877
Hannah R. Davis, English.....	1870
Emily E. Winward, French.....	1875
Gertrude M. Baker, English.....	1896
Harriet A. M. Smith, French.....	1884
Asa E. Goddard, Mathematics, Astronomy, Geology.....	1900
Harriet T. Marvell, Physiography, Hygiene.....	1897
Eunice A. Lyman, History.....	1893
Susan W. Stevens, German, Mathematics.....	1893

Robert R. Goff, Mathematics.....	1903
John S. Burley, English.....	1905
Alice B. Damon, Botany, Zoology.....	1906
Helen H. Irons, French.....	1907
Lena P. Abbe, Algebra.....	1908
Florence E. Locke, German.....	1908
David Y. Comstock, Latin.....	1909
Ralph M. Small, Latin.....	1910
William D. Morrison, Mathematics.....	1911
Alice G. Langford, Latin, History.....	1911
Ernest Cobb, English.....	1912
Clinton B. Wilbur, Greek, Latin.....	1912
Anna G. McCarty, History.....	1913
Loretta Galligan, Latin.....	1913
Marie Dubuque, English.....	1913
Frances Blake, Chemistry.....	1913
William S. Guptill, Physics.....	1913
Lucy K. Hatch, German.....	1914
John L. O'Gorman, History.....	1914
Arthur L. McGrath, Substitute, English.....	1914
Stella M. Smith, Asst. Botany, Zoology.....	1914
Helen McK. Swift, Asst. English.....	1914
Samuel N. F. Sanford, Librarian.....	1906
Lauretta L. Butler, Asst. Librarian.....	1914

TECHNICAL HIGH SCHOOL.

June Street, Corner of Locust Street.

	Date.
William H. Dooley, Principal.....	1913
Ormon E. Bassett, Mathematics.....	1913
Laura B. Batt, General Science.....	1913
Henry C. R. Breault, French.....	1914
Joseph O. Carroll, Physics, Chemistry.....	1913
Mary B. Connors, Sewing.....	1913
George F. Coyle, Printing.....	1914
William A. Dolan, Jr., Mechanical Branches.....	1913
William H. Dooling, Mathematics.....	1914
Clara S. Fiske, General Science.....	1913
Mary F. Gallagher, Commercial Subjects.....	1913
J. Edward Goss, Mechanical Drawing.....	1912
E. Grace Hartman, Needlework.....	1913
Marion Keeler, Household Economics and Chemistry.....	1914
Louise C. LaPorte, French.....	1913
Florence Leighton, Mathematics.....	1913
Katherine B. Lyons, Business English.....	1914

Inez M. Caffrey, English.....	1913
Rose E. McHale, Typewriting.....	1913
Alice Mcchan, Designing.....	1913
Mabel D. Pettengill, Cooking, Sewing.....	1914
Alexander L. Quinn, Spanish, Salesmanship.....	1912
Irene M. Sherry, Typewriting.....	1914
Hubert M. C. Skinner, Head of Machine Shop.....	1902
Mary C. Smith, English.....	1913
Maude Ide Streeter, Fine Arts.....	1913
Daniel J. Sullivan, Jr., Mechanical Branches.....	1913
Gertrude H. Theobald, English.....	1914
Blanche A. Verder, History.....	1911
Joseph A. Wallace, English.....	1913
Urban A. Wallace, Woodworking.....	1913
James Wallis, Stenography.....	1891
Mary H. Warren, History.....	1913
L. Stanford Willis, Commercial subjects.....	1914
Edna Wilson, German.....	1913
Lawrence Winder, Electricity.....	1913
William J. Woods, Mechanical Drawing.....	1891
James L. Cummings, Asst. History.....	1914
Julia W. Sullivan, Asst. German, French.....	1914
Mary E. Wilcox, Secretary.....	1914

BEDFORD STREET KINDERGARTEN.

Bedford Street, Corner of Ford Street.

	Date.
Frances S. Buck, Principal.....	1911
Bessie F. Brownell, Assistant.....	1911

BORDEN SCHOOL.

Rock Street, Between Brownell Street and President Avenue.

	Grade.	Date.
Charles E. Reed, Principal.....		1896
Anna E. Shay, Principal's Assistant.....	VIII.	1901
Eliza E. Keeher.....	VII.	1897
Mary J. Bean.....	VI.	1892
Jessie L. Foster.....	VI.	1887
Ella LeBeau.....	V.	1892
Catherine Kerrigan.....	V.	1894
Jennie A. Weather.....	V.	1895
Isabel Ashley.....	V.	1899
Lydia M. Smith.....	V	1895
Ida A. LeBoeuf.....	IV.	1908
Sara H. French.....	IV.	1898
Mary V. McCarty.....	IV.	1906

BORDER CITY SCHOOL.**North Main Street, Near Marler Street.**

	Grade.	Date.
Sarah M. Hambly, Principal.....	IV.	1870
Catharine A. Silvia, Principal's Assistant.....	IV.	1899
Julia S. Lothrop.....	III.	1885
Ruth E. Brown.....	III.	1892
Rosa M. Dowd.....	II.	1894
Bessie B. Harrison.....	I.	1910
Annie E. Malady, Special English class.....		1909
Elizabeth S. Remington, Kindergartner.....		1897
Mary L. Quirk, Kindergartner Assistant.....		1912

BOWEN STREET SCHOOL.**Bowen Street, Between Globe and Slade Streets.**

	Grade.	Date.
Amy A. Chace, Principal.....	IV., III.	1893
Loretta F. Kennedy.....	II., I.	1908

BRAYTON AVENUE SCHOOL.**Brayton Avenue, Between Baker and Smith Streets.**

	Grade.	Date.
Lottie V. Grush, Principal.....		1898
Ellen F. Dillon, Principal's Assistant.....	VII.	1903
Minnie F. Colbert.....	VI.	1893
Evelyn V. Lenehan.....	V.	1914
Lillian L. Harvey.....	V.	1907
Alice G. Stanton.....	IV.	1904
Elizabeth V. Coyle.....	III.	1907
May M. Coffey.....	II.	1914
Bertha M. Damon.....	I.	1899

BROADWAY SCHOOL.**Division Street, Corner of Broadway.**

	Grade.	Date.
Emma J. Enwright, Principal.....	IV.	1883
Mary G. Moran.....	III.	1900
Elizabeth B. M. Fahey.....	II.	1884
Elsie F. Stuart.....	I.	1899

BROWN SCHOOL.**Bedford Street, Opposite Varley Street.**

	Grade.	Date.
Frances O. Grinnell, Principal.....	V.	1871
Katherine Scanlan, Principal's Assistant.....	V.	1903
Louise A. Manning.....	IV.	1905
Anna F. O'Neil.....	IV.	1914
Margaret C. Murphy.....	III	1910
Ada B. Skelton.....	II., I.	1896
Cassie L. Gold	I.	1893

BROWNELL STREET SCHOOL.**Brownell Street, Corner of Rock Street.**

	Grade.	Date.
Susan P. Collins, Principal.....	III.	1884
Elizabeth C. Finneran.....	III.	1891
Margaret L. Dunn.....	II.	1905
Grace B. Dearden.....	I.	1900

BUFFINTON STREET SCHOOL.**Buffinton Street, Corner of Terrace Street.**

	Grade.	Date.
Annie G. Sullivan, Principal.....	III., II.	1899
Kate A. Callahan.....	II., I.	1889
Mary V. Myles.....	I.	1914
Elizabeth C. Shay.....	Special Class	1908

CAMBRIDGE STREET SCHOOL.**Cambridge Street, Corner Stafford Road.**

	Grade.	Date.
Julia V. Brennan, Principal.....	IV.	1889
Jennie E. Freeborn.....	III.	1882
Annie L. Kelley.....	II.	1894
Iva L. Brightman.....	I.	1905

CHACE SCHOOL.**Rodman Street, Between Warren and Somerset Streets.**

	Grade.	Date.
Luella J. Manchester, Principal.....	IV., III.	1887
Rose C. Garity.....	III., II.	1906
Helena M. Murphy.....	II., I.	1902
Mary N. Curran.....	I.	1903

COLUMBIA STREET SCHOOL.**Columbia Street, Corner of Fountain Street.**

	Grade.	Date.
Mary A. Tower, Principal.....	III.	1869
Mary A. Keyes.....	II.	1889
Rosella G. Moran.....	II., I.	1897
Annie C. Tracy.....	I.	1904

COPICUT SCHOOL.**Copicut Road, Near Yellow Hill Road.**

Frederick S. Brownell, Principal.....	1911
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COUGHLIN SCHOOL.**Pleasant Street, Opposite Swindells Street.**

	Grade.	Date.
Isabel J. Fraser, Principal.....		1879
Alice A. Walsh, Principal's Assistant.....	V.	1904
Helen L. Thomas.....	IV.	1910
Margaret E. Taylor.....	IV., III.	1893
Mary M. Babcock.....	III.	1893
Eva M. King.....	II.	1903
Florence M. Crapo.....	II., I.	1905
Alice F. Wild.....	I.	1910
Mabel Ferguson.....	Special-English Class	1911

COVEL STREET SCHOOL.**Covel Street, Corner of Donnelly Street.**

	Grade.	Date.
Julia A. Lynch, Principal.....	IV.	1884
Emma C. Quinn.....	III.	1898
Margaret A. Clarke.....	II.	1914
Flora E. Mosher.....	I.	1893

DANFORTH STREET SCHOOL.**Danforth Street, Between Walnut and Locust Streets.**

	Grade.	Date.
Isabel L. Connell, Principal.....	III.	1884
Barbara G. Thompson.....	III.	1879
Elizabeth C. Sullivan.....	II.	1908
Emma C. Shay.....	I.	1909

DAVENPORT SCHOOL.**Branch Street, Between Fourth and Fifth Streets.**

	Grade.	Date.
Charles J. McCreery, Principal.....		1887
Lizzie Bowers, Principal's Assistant.....	VIII.	1889
Katherine L. McDonough.....	VII.	1898
Annie F. Grinnell.....	VII.	1892
Melissa J. Macomber.....	VI.	1880
Catherine A. Barrington.....	VI.	1906
Elizabeth J. Leary.....	VI.	1914
Elizabeth G. McDermott.....	V.	1891
Sadie L. Kerrigan.....	V.	1899
Mary J. Quinn.....	IV.	1907
Eileen F. Quirk.....	IV.	1909
Mary E. Sheehan, Substitute.....	IV.	1899
Mary G. Dunn.....	III.	1908
Margaret A. Flanagan.....	III.	1899
Ada R. Hambly.....	II.	1884
Gertrude M. Sullivan.....	II.	1904
Ada E. Ochampaugh.....	I.	1900
Anna A. Cummings.....	I.	1914

DAVIS SCHOOL.**Quequechan Street, Between County and Pleasant Streets.**

	Grade.	Date.
Norman S. Easton, Principal.....		1895
Alice D. Almy, Principal's Assistant.....	VIII.	1874
Annie Ashton.....	VII.	1872
Elizabeth G. O'Neill.....	VII.	1899
Lucy S. Macomber.....	VI.	1878
Harriet A. Palmer.....	VI.	1888
Adelaide S. Warfield.....	VI.	1873
Helen V. Shay.....	VI.	1914
Margaret I. Connell.....	V.	1903
Mary Lee.....	V.	1914
Bertha E. Williston.....	IV.	1909
Mary F. Garity.....	III.	1898
Annie M. Kennedy.....	II., I.	1904

DAVOL SCHOOL.**Flint Street, Between Canonicus and Pleasant Streets.**

	Grade.	Date.
Katharine M. E. Hurley, Principal.....		1878
Maud A. Mathews, Principal's Assistant.....	V.	1902

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Mabel H. Little.....	IV.	1907
Mary T. Burns.....	III.	1906
Martha R. Phillips.....	III.	1904
Ella L. Dodge.....	II.	1892
Carrie B. Dinehart.....	II., I.	1897
Helen V. Hurley.....	I.	1903
Theresa A. Coyle.....	Special-English Class	1906

EASTERN AVENUE SCHOOL.

Eastern Avenue, Between Barre and Gagnon Streets.

	Grade.	Date.
Margaret J. Thompson, Principal.....	V., IV.	1881
Sarah M. Manchester.....	III.	1881
Margaret J. Regan.....	II.	1896
Gertrude M. Hart.....	I.	1911

FERRY LANE SCHOOL.

North Main Street, Opposite Narragansett Street.

	Grade.	Date.
Elizabeth A. Kelly, Principal.....	IV.	1886
Mary W. Borden.....	III.	1901
Mary E. V. Connors.....	II.	1910
Flora P. McKenney.....	I.	1901

FOWLER SCHOOL.

Sprague Street, Corner of Beach Street.

	Grade.	Date.
Candace Cook, Principal.....		1872
Mabel E. Ramsay, Principal's Assistant.....	VIII.	1900
Stella H. Baylies.....	VII.	1910
Mary K. Bullock.....	VI.	1893
Ellen T. McMullen.....	V.	1909
Elizabeth A. Leary.....	IV.	1909
Martha E. Wood.....	III.	1909
Eva M. V. Morriss.....	II.	1905
Grace L. Redfern.....	I.	1896

FULTON STREET SCHOOL.

Fulton Street, Between Wellington and Essex Streets.

	Grade.	Date.
Beulah V. Collins, Principal.....	III.	1881
Hannah E. Connolly.....	II.	1908
Mary G. Sheedy.....	I.	1900
Mary C. O'Neil.....	I.	1902

GEORGE B. STONE SCHOOL.**Globe Street, Near Garfield Street.**

	Grade.	Date.
Annie F. Mc Nerney, Principal.....		1903
Susan M. Wolfenden, Principal's Assistant...VIII, VII.		1881
Mary E. G. Leat.....	VI.	1890
Elizabeth S. Frank.....	V.	1891
Macie E. Grinnell.....	V., IV.	1891
Annie C. Coombs.....	IV.	1884
Margaret E. Sullivan.....	III.	1910
M. Alice Clarke.....	II., I.	1904
Lillian Ferguson.....	Special-English Class	1909

HARRIET T. HEALY SCHOOL.**Hicks Street, Opposite Lester Street.**

	Grade.	Date.
Mary A. McCreery, Principal.....		1881
Maud A. Ferguson, Principal's Assistant.....	V.	1902
Eliza J. Robertson.....	V.	1868
Helen C. Hinchey.....	IV.	1912
Mary V. Cummings.....	IV.	1906
Annie C. Kay.....	III.	1886
Elizabeth T. Gray.....	III., II.	1895
Elizabeth A. McCarthy.....	II., I.	1903
Agnes K. Mc Nerney.....	I.	1914

HIGHLAND SCHOOL.**Robeson Street, Corner of Stanley Street.**

	Grad	Date.
Genevieve H. Bliss, Principal.....		1880
Lydia E. Palmer, Principal's Assistant.....	VIII.	1890
Mary M. Dunn.....	VII.	1901
Ina M. Davis.....	VI.	1893
Rachel Jones.....	V.	1909
Sarah E. Borden.....	IV.	1898
Ethel I. Lake.....	III.	1896
Anna R. Macomber.....	II., I.	1902

HUGO A. DUBUQUE SCHOOL.**Oak Grove Avenue, Corner of Locust Street.**

	Grade.	Date.
Catharine Desmond, Principal.....	IV.	1880
Anna E. Leary.....	IV.	1914
Mary T. Conroy.....	III.	1914

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Elizabeths Smith.....	III.	1907
Ethel M. Simpson.....	II.	1906
Corella McKenna.....	I.	1907
Angela G. Honan.....	Special-English Class	1910
Lucie L. Adam.....	Special Class	1910

JAMES M. ALDRICH SCHOOL.

Harrison Street, Between Pleasant and Alden Streets.

	Grade.	Date.
Delia A. Corbett, Principal.....		1883
Abbie F. Meeson, Principal's Assistant.....	IV.	1894
Lillian W. Smith.....	IV., III.	1894
Addie E. Coggeshall.....	III.	1894
Elizabeth G. Sullivan.....	II.	1903
Helen A. Mello.....	II., I.	1908
Elizabeth C. Ryan.....	I.	1905
Helen E. McWilliam.....	Special-English Class	1903

JOHN J. McDONOUGH SCHOOL.

William Street, Corner of Fountain Street.

	Grade.	Date.
Harry Smalley, Principal.....		1907
Alice M. Fash, Principal's Assistant.....	VIII.	1894
Annie M. Borden.....	VII.	1880
Mary M. Draper.....	VII	1896
Helen B. Stirling.....	VI.	1897
Margaret E. G. Morriss.....	VI.	1901
Mary E. Carey.....	V.	1909
Sarah E. Smith.....	V.	1883
Gertrude V. Augustus.....	V.	1909
Elizabeth F. Shay.....	V.	1908
Hannah G. Connors.....	V.	1914
Mary A. Carpenter.....	IV.	1880
Caroline L. Gee, Kindergartner.....		1893
Mona P. Anderson, Kindergartner's Assistant.....		1912
Hattie M. Brown.....	Vocational Class	1914

LAUREL LAKE SCHOOL.

Laurel Street, Corner of Actna Street.

	Grade.	Date.
Julia A. Harrington, Principal.....	III.	1891
Mary J. Higgins.....	III., II.	1909
Margaret J. A. Sullivan.....	II., I.	1893
Esther D. Cunningham.....	I.	1914

LINCOLN SCHOOL.**High Street, Corner of Pine Street.**

	Grade.	Date.
George H. Sweet, Principal.....		1898
Hattie R. Lawton, Principal's Assistant.....	VIII.	1898
Mary L. Ryder.....	VII.	1877
Maria L. Buffinton.....	VI.	1888
Anna M. Hanrahan.....	VI.	1903
Mary E. E. Bailey.....	VI.	1909
Mary E. Thompson.....	V.	1886
Emma F. Barker.....	V.	1872
Kathryn A. Reilly.....	IV.	1904
Martha A. Valentine.....	IV.	1903
Annie L. C. Robertson.....	III.	1879
Lizzie H. Simmons.....	II.	1875
A. Annette Williams.....	I.	1892

LINDEN STREET SCHOOL.**Linden Street, Corner of Locust Street.**

	Grade.	Date.
Ellen L. Carter, Principal.....	IV.	1880
Mary W. Hart.....	III.	1896
Ida G. Howard.....	II.	1883
Mary E. Dwyer.....	I.	1890

LINDSEY STREET SCHOOL.**Lindsey Street, Corner of George Street.**

	Grade.	Date.
Louise Remington, Principal.....	III.	1887
Cora B. Terry.....	II.	1895
Susan Thackeray.....	II., I.	1892
Alice E. Burns.....	I.	1904

LOWER NEW BOSTON SCHOOL.**New Boston Road, Near Phillips Street.**

	Grade.	Date.
Gertrude M. Mathewson, Principal.....	VI., V., IV.	1910
Mary F. McDermott.....	III., II., I.	1910

MOUNT HOPE AVENUE SCHOOL.**Mount Hope Avenue, Near South Main Street.**

	Grade.	Date.
Isadore M. F. Hathaway, Principal.....	III.	1893
Susan A. Hays.....	II.	1914
B. Irene Mathewson.....	II.	1909
Ada D. McGraw.....	I.	1903

NATHANIEL B. BORDEN SCHOOL.**Morgan Street, Corner Ridge Street.**

	Grade.	Date.
Arthur B. Higney, Principal.....		1902
Julia A. McMahon, Principal's Assistant.....	VIII.	1890
Helen M. Leary.....	VII.	1900
Martha D. Peters.....	VI.	1897
Sallie A. Field.....	VI., V.	1899
Robert A. Stirling.....	V.	1901
Elizabeth V. Swords.....	IV.	1905
Louisa A. Power.....	V.	1909
Lucy H. Robertson.....	III.	1869
Mary E. Hill.....	II.	1900
E. Leonora Cuttle.....	I.	1897
Katherine M. Moran.....	Special-English Class	1889
Romaine B. Harris.....	Special-English Class	1905
Genevieve B. McKenna.....	Special-English Class	1910

NORTH FALL RIVER SCHOOL.**North of Steep Brook.**

Joseph E. Shelley, Substitute Principal.....	1912
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OSBORN STREET SCHOOL.**Osborn Street, West of South Main Street.**

	Grade.	Date.
Rose L. Vallee, Principal.....		1900
Mary C. O'Brien, Principal's Assistant.....	V.	
Mary E. Holt.....	IV.	1906
Mary H. W. Crosson.....	III.	1905
Sarah C. Marnoch.....	III.	1907
Margaret E. Shea.....	II	1905
Venesia A. Clorite.....	I.	1908
Elena J. Frank.....	I.	1889
Annie L. O'Donnell.....	Special Class	1906

PINE STREET SCHOOL.**Pine Street, Between Tremont and Orange Streets.**

	Grade.	Date.
Estelle W. Essex, Principal.....	III.	1884
Lavinia B. Malcolm.....	III.	1881
Mabel H. Remington.....	III., II.	1886
Annie B. W. Munroe.....	II.	1888
Catherine C. Kelly.....	I.	1887
Margaret H. Murphy.....	I.	1900

PLEASANT STREET SCHOOL.**Pleasant Street, Corner of Eastern Avenue.**

	Grade.	Date.
Mary C. Roche, Principal.....	III.	1891
.....	II.	
Mary J. S. Bates.....	I.	1910
Harriet E. Graves, Kindergartner.....		1907
Elsie G. Leeming, Kindergartner's Assistant.....		1912

ROBESON SCHOOL.**Columbia Street, Corner of Hunter Street.**

	Grade.	Date.
Katherine F. McCann, Principal.....		1884
Katherine A. O'Neill, Principal's Assistant.....	IV.	1907
Cora A. McGowan.....	IV.	1910
Agnes B. Dwyer.....	IV.	1903
Bessie F. Carroll.....	IV.	1914
Rose B. McHugh.....	IV.	1884
Harriet G. Winslow.....	III.	1871
Margaret T. Daley.....	III., II.	1910
Louise S. Macomber.....	II.	1893
Marion E. Jordan.....	II.	1905
Irene F. Stratton.....	I.	1909
Margaret G. Mooney.....	I.	1906
Mildred Harrington.....	I.	1910

RUGGLES SCHOOL.**Pine Street, Corner of Seabury Street.**

	Grade.	Date.
Emily C. Lewin, Principal.....		1883
Mary E. Crawford, Principal's Assistant.....	III.	1897
Mary E. Shay.....	III.	1902
Jennie H. Brown.....	III.	1881
Mary A. Hathaway.....	II.	1870

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Margaret V. Mahoney.....	II.	1897
Teresa Ryan.....	I.	1901
Cora L. Wilde.....	I.	1904
Minnie L. Doe.....	I.	1881

SAMUEL LONGFELLOW SCHOOL.

William Street, Corner of Beach Street.

	Grade.	Date.
Mary S. Connell, Principal.....		1890
Mary J. O'Neil, Principal's Assistant.....	III.	1904
Edna Dubois.....	III.	1895
Mary Sullivan, Substitute.....	III.	1912
Annie W. C. Wyatt.....	II.	1898
Mary E. Ryder.....	II., I.	1893
Lena M. Davis.....	I.	1909
Marcella D. Stirling.....	Special-English Class	1899
Agnes M. Malcolm.....	Special Class	1908

SAMUEL WATSON SCHOOL.

Eastern Avenue, Opposite Marchand Street.

	Grade.	Date.
John E. Robinson, Principal.....		1911
Annie E. Moore, Principal's Assistant.....	VIII.	1891
Mary D. Sullivan.....	VII.	1904
Agnes C. V. Downs.....	VI.	1908
Mary L. V. Harrington.....	VI.	1907
Anna V. McCooe.....	V.	1908
Matilda A. Chace.....	V.	1903
Hazel J. Tower.....	IV.	1903
Agnes T. France.....	III.	1908
Gertrude G. Sullivan.....	II.	1908
Susan O. Finnegan.....	I.	1908
Mary Alcock.....	Special-English Class	1900

SLADE SCHOOL.

South Main Street, Corner of Slade Street.

	Grade.	Date.
Margaret J. Bury, Principal.....		1871
Bertha E. Fogwell, Principal's Assistant.....	VIII.	1902
M. Alice Grady.....	VII.	1894
Evelyn E. Albro.....	VII., VI.	1873
Anna G. Murphy.....	VI.	1910
Laura Hennessey.....	V.	1899
Annie F. Leary.....	V.	1893

Grace L. Simmons.....	IV.	1914
Bertha E. Kay.....	IV., III.	1891
Cora F. Hacking.....	III.	1891
Mary V. Lowney.....	II.	1896
Hannah C. Kelly.....	II., I.	1903
Sarah J. Cunneen, Substitute.....	I.	1879

STEEP BROOK.

North Main Street, Opposite Ashley Street.

	Grade.	Date.
Edith M. Harrison, Principal.....	II., I.	1910
Dora E. Thomas.....	III., IV.	1874

SUSAN H. WIXON SCHOOL.

Hamlet Street, Near Plymouth Avenue.

	Grade.	Date.
Jerome P. Fogwell, Principal.....		1912
Leah Sorel, Principal's Assistant.....	VIII.	1902
Annie L. Collins.....	VII.	1906
Elizabeth C. Leary.....	VI.	1906
Elizabeth G. Hart.....	VI.	1910
Annie E. Nestor.....	V.	1910
Edith F. Woodland.....	IV.	1909
Mary E. McDermott.....	III.	1901
Gertrude M. Graham.....	II.	1910
Margueritha E. Frank.....	I.	1884
Anna M. Boyce.....	Special Class	1894
Grace E. Moore.....	Ungraded Class	1914
Mabel A. Robertson, Kindergartner.....		1894
Mary G. Mahoney, Kindergartner's Assistant.....		1912

TUCKER STREET SCHOOL.

Tucker Street, Corner of Lamphor Street.

	Grade.	Date.
Cora C. Sherman, Principal.....	IV.	1889
Edith E. Chace.....	III.	1903
Harriet A. Bowen.....	II.	1893
Florence G. Mercer.....	I.	1908

UPPER NEW BOSTON SCHOOL.

Meridian Street.

A. Louise Allen, Principal.....	1909
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WATUPPA SCHOOL.

Blossom Road.

Annette E. Pettey, Principal.....	1892
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WESTALL SCHOOL.**Maple Street, Between School and June Streets.**

	Grade.	Date.
Katherine C. V. Sullivan, Principal.....		1900
Amy L. Hawkins, Principal's Assistant.....	VIII.	1911
Joanna E. Sullivan.....	VIII.	1898
Mabel Harlow.....	VII.	1905
Fanny H. Learned.....	VI.	1904
Hattie B. Silvia.....	VI.	1899
Sarah B. Sampson.....	V.	1901
Mary E. Young.....	V.	1899
Ida M. Wild.....	IV.	1903
Josephine Chace.....	IV.	1903
Mary R. Shay.....	IV., III.	1905
Lillian G. M. Dowd.....	III.	1902
Jessie W. Golden.....	II., I.	1897

WILLIAM CONNELL SCHOOL.**Plymouth Avenue, Between Dover and Tecumseh Streets.**

	Grade.	Date.
Margaret E. Brennan, Principal.....		1876
Ethel de C. Cuttle, Principal's Assistant.....	IV.	1904
Eva F. Hale.....	IV.	1910
Florence M. Paquin.....	IV.	1907
Irene C. Wilde.....	III.	1905
Nellie G. Bronson.....	III.	1882
Katherine A. Burke.....	III., II.	1897
Annie M. Smith.....	II., I.	1890
Anna V. Dillon.....	I.	1892

WILLIAM J. WILEY SCHOOL.**North Street, Corner of Canedy Street.**

	Grade.	Date.
Elizabeth T. Higney, Principal.....		1891
Agnes G. McNally, Principal's Assistant.....	VIII., VII	1907
Jeannette Swindells.....	VI.	1906
Stella M. Connor.....	VI.	1899
Mabel E. Harris.....	V.	1899
Margaret M. Hayden.....	IV.	1909
Helen M. O'Brien.....	III.	1914
Sara K. Jones.....	II.	1896
Susan E. Bliffins.....	I.	1890
Sarah A. Thackeray, Kindergartner.....		1897
Mary F. O'Connor, Kindergartner's Assistant.....		1910

SEWING TEACHERS.

	Date.
Josephine S. Louette, Supervisor.....	1901
Ethel W. Durfee.....	1903
Nellie S. Hilliard.....	1914
Agnes V. McKenna.....	1906
Mary J. Quinn.....	1907
Mary F. Sullivan.....	1912

INSTRUCTOR IN MILITARY DRILL.

	Date.
Frederick W. Harrison.....	1910

INSTRUCTOR IN COOKING.

	Date.
Teresa A. Shea, John J. McDonough School.....	1907

VOCATIONAL CLASS.

	Date.
Frederick H. Rundall, John J. McDonough School.....	1912

(This class is supported by the private endowment of John B. Diman.)

LIST OF UNASSIGNED TEACHERS.

Arnold, Alice C.....	154 Swindells St.
Beattie, Ella Louise.....	101 Rock St.
Bennett, Harriet P.....	693 Walnut St.
Bergeron, R. Blanche.....	1449 No. Main St.
Bolden, Theresa A.....	463 Linden St.
Borden, Myra T.....	No. Westport
Brady, Helena C.....	342 Pearce St.
Campbell, Margaret M.....	661 Second St.
Campbell, Mary M.....	394 Anawan St.
Canfield, Mildred L.....	205 Barnaby St.
Carr, Letitia J. E.....	555 Middle St.
Carr, M. Genevra.....	431 South Main St.
Casey, Lillian J. I.....	166 Hunter St.
Casey, Lucy M.....	825 Plymouth Ave.
Connolly, Olga T.....	556 Osborn St.
Cooney, Mary E.....	193 Snell St.
Coyle, Agnes H.....	786 Locust St.
Coyle, Mary M.....	293 Linden St.
Cross, Eunice H.....	784 Second St.
Crowther, Ruth F.....	495 No. Belmont St.
Daley, Loreto B.....	370 Ridge St.
Davenport, Marian S.....	1484 Meridian St.
Dillon, Edna.....	1849 No. Main St.
Dillon, Mary I.....	1849 No. Main St.
Diskin, Mary A. V.....	48 Ridge St.
Dolan, Ellen B. C.....	548 So. Main St.
Donovan, Margaret M. W.....	491 Linden St.
Dunham, Mildred L.....	154 Barnaby St.
Durfee, Florence L.....	578 Osborn St.
Eddy, Marian L.....	480 Locust St.
Enwright, Marion.....	123 Ridge St.
Farrell, Judith F.....	889 Rodman St.
Feinberg, Mabel E.....	201 Whipple St.
Fish, Hazel M.....	431 Whipple St.
Fitzler, Wilhelmina.....	Tiverton, R. I.
Gardner, Marian J.....	21 French St.
Gorman, Margaret F.....	649 Second St.
Grinnell, Evelyn H.....	Tiverton, R. I.
Haffards, Gladys L.....	44 Coral St.
Hanrahan, Graco M.....	988 Stafford Rd.
Harrington, Anna T.....	934 Middle St.
Harrington, Katherine A.....	166 Whipple St.
Hart, Alida F.....	988 Stafford Rd.
Hart, Doris B.....	55 Kellogg St.
Hayden, Genevieve M.....	457 Linden St.
Heffernan, Theresa E.....	289 Warren St.
Hobbs, Mary E. G.....	400 Snell St.
Homer, Sadie V.....	124 Barnaby St.
Jackson, Lea M.....	34 Oak St.
Jones, Isabelle.....	96 Taylor St.
Kenneally, Anna M.....	163 Osborn St.
Kilroy, Mary C.....	53 Whipple St.

Lockingen, Frances.....	155 Linden St.
Marland, Stella.....	193 Osborn St
McCann, Ellen L.....	New Belford
McDermott, Alice G.....	311 Brownell St.
McDermott, Genevieve.....	311 Brownell St.
McDonough, Loretta P.....	148 Oliver St.
McGrady, Mary L.....	491 Linden St.
McGrath, Arthur L.....	30 Thompson St.
McKenney, Mary.....	545 So. Main St.
Millard, Viola.....	3671 No. Main St.
Miller, Jennie.....	137 Barnaby St.
Mulveney, Gertrude H.....	997 No. Main St.
Murphy, Anna E. F.....	327 Fountain St.
Murphy, Esther J.....	690 So. Main St.
Murphy, Mary E.....	127 Cambridge St.
Murray, Sarah.....	854 Plymouth Ave.
Nicholson, Sadie W.....	91 Whipple St.
Norsworthy, Nettie.....	77 Tremont St.
Nute, Helen E.....	914 Highland Ave.
O'Hearn, Lillian L. K.....	300 Ridge St.
O'Hearn, Nellie G.....	300 Ridge St.
Olding, Alice L.....	508 Centre St.
O'Neill, Elladore.....	355 President Ave.
O'Neill, Josephine M.....	514 Bradford Ave.
O'Neill, Loretta A.....	514 Bradford Ave.
Power, Marie M.....	575 William St.
Powers, Mary E. F.....	246 Ridge St.
Ramsay, Lois.....	236 Grove St.
Reardon, Mary C.....	284 Morgan St.
Reed, Mary E.....	48 Park St.
Roche, Honora M.....	1073 Plymouth Ave.
Roddy, Helen F.....	278 President Ave.
Roe, Charlotte E.....	292 Durfee St.
Ryan, Marion.....	182 Whipple St.
Sanford, Florence I.....	435 Beach St.
Sheppard, Edith J. G.....	552 Robeson St.
Shove, Marion G.....	499 Madison St.
Slade, Lydia A.....	Touisset
Smith, Alice.....	268 Cory St.
Smyth, Mary G.....	681 Prospect St.
Snow, Ella M.....	300 Belmont St.
Storey, May J.....	885 Robeson St.
Sullivan, Anna E.....	46 Oliver St.
Sullivan, Jennie H.....	30 Bogle St.
Sullivan, Helen P.....	379 Whipple St.
Sullivan, Julia E.....	74 Kellogg St.
Sullivan, Louise D.....	376 Ridge St.
Sullivan, Mary A.....	509 Fourth St.
Sullivan, Nellie M.....	95 Cottage St.
Swords, Ella D.....	697 Walnut St.
Touhey, Marianna S.....	50 Cottage St.
Turner, Lillian.....	122 Leonard St.
Wallace, Margaret E.....	45 Van Buren St.
Wheeler, M. Evelyn.....	948 No. Main St.
Whipp, Sarah A.....	79 Whipple St.
Williams, Gertrude.....	128 Cambridge St.



Superintendent of Public
Schools
noted
F.V. 9/13

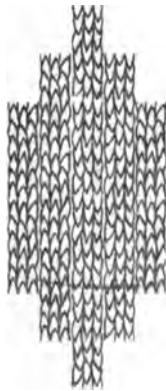


ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

FALL RIVER, MASSACHUSETTS



1915

THE
FIFTIETH ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
OF THE
CITY OF FALL RIVER
1915




FALL RIVER, MASS.
FRANCO-AMERICAN PRINTING Co., 182 JENCKS STREET,
1916.

clm

CITY OF FALL RIVER.

In School Committee, April 4th, 1916.

VOTED. That the annual report of the superintendent be adopted as the report of the School Committee.

ALFRED R. LANGLAIS,

Secretary.

School Committee. 1915.

	Term expires first Monday in January
Rev F. J. Bradley, D. D., 274 Second Street.	1916
Joseph N. Landry, M. D., 1439 Pleasant Street.	1916
William E. Synan, M. D., 620 William Street.	1916
Spencer Borden, Jr., Interlachen,	1917
Charles L. Holmes, 381 Pine Street.	1917
George T. Wiley, 47 Lindsey Street.	1917
Frederick F. Bergeron, 1449 North Main Street.	1918
Richard K. Hawes, 362 Rock Street.	1918
Rt. Rev. J. A. Prevost, 529 Eastern Avenue.	1918

ORGANIZATION.

CHARLES L. HOLMES, *Chairman.*
ALFRED R. LANGLAIS, *Secretary.*
HECTOR L. BELISLE, *Superintendent.*

Standing Committees. 1915.

COMMITTEE ON ELEMENTARY SCHOOLS.

Mr. Borden, Mr. Bergeron, Mgr. Prevost, Dr. Synan,
Mr. Holmes.

COMMITTEE ON HIGHER AND SPECIAL SCHOOLS.

Dr. Bradley, Mr. Hawes, Dr. Landry, Mr. Wiley,
Mr. Holmes.

COMMITTEE ON FINANCE.

Mr. Wiley, Mr. Bergeron, Dr. Synan, Mr. Borden.

COMMITTEE ON STUDIES, SUPPLIES AND RULES.

Mgr. Prevost, Mr. Hawes, Dr. Bradley, Dr. Landry.

School Committee. 1916.

	Term expires first Monday in January
Spencer Borden, Jr., Interlachen.....	1917
Charles L. Holmes, 381 Pine St.....	1917
George T. Wiley, 47 Lindsey St.....	1917
Frederick F. Bergeron, 1449 No. Main St.....	1918
Richard K. Hawes, 176 Underwood St.....	1918
Rt. Rev. J. A. Prevost, 529 Eastern Ave.....	1918
Rev. F. J. Bradley, D. D., 274 Second St.....	1919
Joseph N. Landry, M. D., 1439 Pleasant St.....	1919
William E. Synan, M. D., 620 William St.....	1919

ORGANIZATION.

Charles L. Holmes.....	Chairman
Alfred R. Langlais.....	Secretary
Hector L. Belisle.....	Superintendent

REGULAR MEETINGS OF THE COMMITTEE.

January 3d.	June 6th.
February 1st.	July 5th.
March 7th.	September 5th.
April 4th.	October 3rd.
May 2d.	November 7th.
	December 5th.

OFFICES.

Administration Building, Anawan Street.

Standing Committees.
1916.

COMMITTEE ON ELEMENTARY SCHOOLS.

Mr. Borden, Mr. Bergeron, Mgr. Prevost, Dr. Synan,
Mr. Holmes.

COMMITTEE ON HIGHER AND SPECIAL SCHOOLS.

Dr. Bradley, Mr. Hawes, Dr. Landry, Mr. Wiley,
Mr. Holmes.

COMMITTEE ON FINANCE.

Mr. Wiley, Mr. Bergeron, Dr. Synan, Mr. Borden.

COMMITTEE ON STUDIES, SUPPLIES AND RULES.

Mgr. Prevost, Mr. Hawes, Dr. Bradley, Dr Landry.

School Department Organization.

HECTOR L. BELISLE, Superintendent.

Residence, 488 June Street.

Office, Administration Building, Anawan Street.

OFFICE HOURS:

School days from 11.30 to 12.30.

Tuesdays and Thursdays from 4.00 to 5.00.

Mary A. S. Mugañ, Assistant Superintendent, Residence,
130 Rock Street.

Margaret G. Lynch, Assistant Supervisor in Primary
Grades, Residence, 1098 Bedford Street.

J. William Grant, Superintendent of Public Buildings, 7
Chesworth Street, Office, City Hall.

SUPERVISORS.

Walter J. Titcomb, Music, 250 Cherry St.

William E. Braley, Drawing, 910 Robeson St.

Alma S. Bennett, Asst. Drawing, 61 Bright St.

Margaret T. Hurley, Reading, 1335 Robeson St.

Charles J. McCreery, Evening Schools, 900 Plymouth
Avenue.

Mabel A. Robertson, Kindergartens, 153 Belmont St.

ATTENDANCE OFFICERS.

Isaiah Lord, 84 Horton St.

Frank M. Milne, 153 Fourth St.

William Stewart, 915 Rock St.

James D. Murphy, 154 Cottage St.

John F. Murphy, 64 Conant St.

Henry Wade, 112 Hanover St.

CLERKS.

Sarah J. Connell, First Clerk, 452 So. Main St.

Harry W. Boyer, Supply Clerk, 56 Winthrop St.

Ida L. A. Glynn, Stenographer, 1183 Globe St.

Aurore A. Sorel, Attendance Clerk, 352 State Avenue.

REPORT OF THE SUPERINTENDENT.

To the School Committee and the Citizens of Fall River:

The report of the public schools for the year 1915 is hereby submitted to your consideration.

The rendering of an annual account by the school department should be more than a formality. The citizens whose children have been entrusted to the care of the schools should take a personal interest in this report. The school authorities and the citizens should be united in a single purpose: the welfare of the people's children in the schools. The school committee needs the support and the encouragement of the parents in its efforts to make the schools serve the children better from year to year. This report, therefore, sets before the community some of the things the schools are doing and some other things they hope to do.

You are urged to read it. Have in mind your children or any children near and dear to you. Remember that what is discussed in this report is meant to be of benefit to all children. No child can lose anything under a good school system and all children can gain something.

Better education means a better working man and a better living man. Fall River cotton goods must compete with cotton goods from everywhere. Citizens educated in the Fall River schools must meet comparison with citizens educated elsewhere.

Read what this report tells, therefore, about other Massachusetts cities—what they have done and are doing. Then ask yourself if your city can afford to do less. Better opportunities for sixteen thousand children of to-day mean sixteen thousand better men and women a few years hence. The success of our industries twenty years from now will depend on the general intelligence of the masses of those who are now going through our schools.

Does education pay? Poor uneducated parents answer that question by making sacrifices to educate their children. If it pays in a family, why not for a city? The richest cities have spent liberally for education. The cities which spend liberally for education are the richest. Is that mere chance? Every citizen of Fall River ought to ask himself that question and find some answer which will satisfy him.

What the Schools Are Doing.

Upward Movement in the Grades.

Progressive Classes in the Grades.

Special English Classes.

Clinics and Special Object-Work Classes.

Library Reading in the Grades.

Art and Music Instruction.

Cooking and Sewing.

Manual Work for the Boys.

Growth of the High Schools.

Evening Schools.

General Tests in the Elementary Schools.

UPWARD MOVEMENT IN THE GRADES.

There has been a distinct gain in the number of pupils in the upper half of the elementary school course. The following table gives the figures for three years:

PUPILS IN GRADES I TO VIII.

	Totals	Grades I-IV	Grades V-VIII
Dec. 1913	13,324	9993 75%	3331 25%
1914	13,725	9493 69.1%	4232 30.9%
1915	14,211	9492 66.7%	4719 33.3%

The gain is shown more strikingly in detail as follows:

	Dec. 1915	Dec. 1915	Increase
Gr. I	2664	2696	32
Gr. V	1399	1899	500
Gr. VI	851	1323	472
Gr. VII	591	911	320
Gr. VIII	490	586	96

Two years ago the sixth grade showed less than one-third as many pupils as the first grade. This year it shows almost one-half as many. The goal we are now aiming at is to have the eighth grade, on the day of its graduation, show one-half of the first grade enrolment. It will take some years to reach that goal, but it can be reached.

PROGRESSIVE CLASSES IN THE GRADES.

Classes have been organized in various schools for the advancement of pupils either at a faster or at a slower pace than the regular course provides. In the primary schools this can to some degree, at least, be done pretty generally because of the group method of instruction. In the grammar grades the plan can best be followed where there are large numbers of pupils in a grade. For two years groups of various sizes have been helped in this way. The Borden School, however, in the past year, has worked out a well defined plan for fast, medium and slow classes a thing which it could very well do on account of its large enrolment of pupils from the fourth to the eighth grade. The success of the undertaking points clearly to a great advantage to be gained by all pupils in the centralizing of grammar grade work in large buildings. It is an arrangement in which every pupil is given a clear opportunity to do the best he can for himself.

SPECIAL ENGLISH CLASSES.

These classes have become a permanent institution in our schools. New pupils enter them as fast as those already enrolled leave. So many children from ten years of age upward come into school every year fit only for first or second grade that principals are at a loss to find suitable places for them. The first and second grades are not suitable for these older pupils. Rooms are needed where they can be taken by themselves. Teachers capable of handling these classes cannot be secured at the salary now offered. There is immediate need of rooms and of an extra allowance for more teachers for this work.

CLINICS AND SPECIAL OBJECT-WORK CLASSES.

Beginning in February 1915, there has been held on the first Friday of each month a clinic for the examination of those pupils who have seemed unable to do the regular class work with success. The department is indebted to Dr. Walter E. Fernald, Superintendent of the Massachusetts Asylum for the Feeble Minded at Waltham, and to Dr. Arthur V. Goss, Superintendent of the State Asylum at Taunton, for their cooperation in this highly important work. There were three examiners at every clinic, Dr. Fernald sending two from Waltham and Dr. Goss coming himself or sending a substitute from Taunton.

The three examiners passed upon each case. The judgment was based on the following information: The child's life in school in all its aspects as reported by the special class teacher who had observed him; his home and neighborhood life; his entire personal and family life history as reported by a parent; and his mentality as indicated by the Binet tests. The recommendations sent down from Waltham after a careful study of the information secured suggested commitment to an institution in the worst cases, continued training in the special object-work classes in a majority of cases, and a return to the graded schools in a few cases adjudged only slightly below normal.

LIBRARY READING IN THE GRADES

A beginning has been made in widening the reading of the pupils in the elementary schools. The committee has approved a list of supplementary books to be used in grade and classroom libraries.

Reading is the most important of the elementary school activities. Much of the geography and history learned in school is soon forgotten. Much of the arithmetic acquired is never used. Much of the grammar study accomplishes little good. Geography, history, arithmetic, and grammar, important as they are in developing the mental powers, must yield the first place to reading.

A love for reading and a well-trained taste for the proper kind of reading are the most important contributions the elementary school can make to the education of American youth. Nothing the school course offers can take the place of these two.

The man whose school days developed in him love for good literature can find, even in the midst of failure and discouragement, one source of comfort and happiness. Now the love of reading is developed by being fed. It is of the first importance, therefore, that the elementary schools should provide the amplest opportunities for the proper development of children in this respect.

Children are to be trained to use a wide selection of readers as library books, as something to be taken up in spare moments before school as well as during school hours, and as books to be taken home over night. After a training like this, with the love for reading kindled in the hearts of the children of the sixth grade, they can be more easily led to the public library to see the treasure awaiting them there. The school and the library should work together to this end. The first step in the plan belongs to the school. That step is now being taken. The library will soon be offered the opportunity to begin doing its share in this work.

ART AND MUSIC.

The product of the schools in drawing and color work has shown a material improvement in the past year. The appointment of an assistant to the Supervisor, which was made three years ago, has contributed much to this result. The lessons given to teachers by the supervisors and the more frequent visits to the schools made possible by the division of the work of supervision have raised the standard of teaching in that subject.

Candidates for entrance to the normal and training schools are now required to study drawing throughout the high school course. Teachers coming to our schools in the course of a few years will be equipped to teach drawing as well as any other subject. Word has already come from the Bridgewater Normal School praising the preparation of our graduates in this respect.

Unfortunately it is not possible to speak so well of our work in music. The supervisor of that subject has a burden impossible for one person to carry. Music is a subject too many of our teachers are not at all prepared to teach. A high school course in this subject should be required of pupils aiming to become teachers. This is an impossibility unless assistance is provided for the supervisor. A woman assistant can be secured at a reasonable salary for supervising the music in the primary schools, thereby enabling the supervisor to devote more time to the grammar schools and to important new work in the High Schools.

Art and music are often called "fads". Education is designed to make life worth living. What, besides reading,

contributes so much to make life worth living as art and music? No home is comfortable and attractive without pictures and artistic decoration. Every home which can have music is so much the happier for having it. Is it foolish for people to contribute to their own happiness by learning to open their eyes and ears to the beauty in these things? Is education for happiness and honest enjoyment a waste of money? Not only the day schools, but the evening schools as well should do more along these lines.

The organization of a grammar school orchestra composed of the orchestras from several buildings has been the first important step in this direction. This orchestra made its first appearance at the grammar school graduation in June under the leadership of Mr. William Allinson who had gratuitously rehearsed the players for several weeks. During this school year the work of solidifying the organization has been going on steadily. Each school orchestra works under its own teacher leader and the combined orchestras have been practicing under the direction of Mr. Henry Wade. It is not too much to predict that a new era for the development of musical education and musical taste is beginning in Fall River.

COOKING AND SEWING.

The new cooking room at the Henry Lord School has made possible the giving of instruction in cooking to all girls of the seventh and eighth grades. The two rooms now in use for this purpose can in the course of one week accommodate for lessons one half the girls of these two grades in the entire city. It has been planned, therefore, to give the

various classes one lesson every two weeks. For the pupils farthest from the cooking schools transportation is provided.

The sewing course as now planned lasts three years, through the fourth, fifth and sixth grades. Provision should be made for giving some time to sewing in the eighth grade so that the girls might reach the stage of making their own graduation dresses. Opportunity for learning to operate sewing machines could be offered as the department now owns a large number of machines which have been bought by rental payments while being used in the evening schools.

MANUAL WORK FOR THE BOYS.

The boys, unfortunately, have been neglected. They have done little or no handwork while the girls have been engaged in cooking and sewing. Cardboard construction has been their chief occupation and when that has lost its charm, in many cases their teachers have made them revert to arithmetic for pleasure (?) and profit (?) If men would only remember how much they used to enjoy doing things with tools when they were young brighter days would surely begin to shine for our upper grade boys.

The denying to these boys the opportunity for doing things with their hands has been for years not only a persistent and deliberate violation of the statute of the state but a most wilful disregard of the traits of boy nature, far reaching in its disastrous consequences on the school life and the entire life and character of more boys than even intelligent people are likely to imagine. Here, again, we see another crying need in our schools.

GROWTH OF HIGH SCHOOLS.

The increase in high school population during the past five years has been remarkable. In that time there has been a gain in membership of about two thirds. For the school year 1910-11, there were 928 pupils in attendance. From September 1915 to January 1916, the membership in the two high schools has been above 1,500. The B. M. C. Durfee High School this last fall had only 100 pupils less than five years ago when there was no other high school. In addition the Technical High School was already so well filled that it seemed advisable to have a separate afternoon session for the commercial section of the entering class.

In both schools all available space is being used. Two large rooms in the B. M. C. Durfee High School have been divided so as to make four small recitation rooms and still others are to be so divided during the coming summer. At the Technical High School seats have been set in places not originally intended for class-room use.

The desire for continued schooling after completing the grammar course is becoming more general and more insistent. The problem of caring for a greater number of pupils ranging from fourteen to sixteen years of age is becoming acute and must soon be met in some manner.

As an evidence of the success with which the high schools are doing their work, attention is called to the list printed in the statistical section of this report giving the names of 32 pupils admitted to colleges and universities, of 19 pupils admitted to technical schools of various kinds, and of 51 admitted to normal, kindergarten and other training

schools. Of the High School graduates of last June 102 or 58 percent entered higher institutions; of the B. M. C. Durfee High School graduates 89 or 79 percent entered higher institutions.

It is not right however, for any high school to cater solely to those who expect to go to college. The last-named thing it must do and maintain the standards necessary to the accomplishing of that purpose. A high school can at the same time, however, afford an opportunity for liberal education to pupils of more limited ability and ambition, whose school life cannot last beyond high school days. This can be done through parallel courses varying as to requirements and standards. Pupils wishing to enter colleges and normal schools must live up to the higher of such courses, whereas pupils planning not to go beyond the high school may be passed for satisfactory work in a distinctly less exacting series of courses. In this way the high school can really be made a popular college raising materially the general educational level of the community. It is the intention of the department to institute such parallel courses at the opening of the next school year.

EVENING SCHOOLS.

The work of the evening schools is constantly broadening and proving of increasing value to the community. The classes for illiterate minors have been improved in their organization. A better system of grading enables the pupils to make noticeable progress in the course of the winter season of evening school. It is to be hoped that after attending for four or five winters they will not upon leaving school find themselves still unable to read and understand English as has frequently occurred in the past.

The naturalization classes started this winter have been of a more attractive character than those formerly conducted under that name. It is highly advisable that this work should be made to appeal as strongly as possible to those who are not citizens, and the supervisor of evening schools has taken hold of this problem with an energy and an understanding that give promise of excellent results.

The practical arts classes for women giving opportunities for work in cooking, sewing and millinery show a steady growth in membership and a gratifying development of power on the part of the learners. The assistant superintendent who has general supervision of these classes has co-operated with the agent of the State Board of Education in planning and carrying out plans to make these schools equal to any of their kind in the state. More than that, Fall River cannot ask; less than that Fall River ought not to be satisfied with.

The evening trade extension courses for men have been increased by the opening of two classes in interior house decoration. No courses in our schools in recent years have produced better results. The journeymen painters were so delighted with the opportunity offered for good instruction that the attendance has been exceptionally good. The character of the work done has been highly creditable.

The Evening High School has gathered its usual large quota of students and in this, the third winter of its existence, sends forth its first graduating class.

GENERAL TESTS IN THE ELEMENTARY SCHOOLS.

The department has at various times given tests to the pupils throughout the city from the third to the eighth grade. Marked differences between schools have appeared in the results. It is the aim of the administration through these tests to bring the schools nearer a common standard of achievement.

It is neither desirable nor possible to cast all schools in one mould and to make the product identical in all. Every school must and ought to reflect the individuality of the principal and the teachers. It is important to the success of the system as a whole, however, that there be a better understanding of the ends aimed at. There has been wide divergence of opinion and of practice in the matter of promotions. The opposing extremes of severity and laxity have existed in adjoining schools, sometimes even in the same school. The high school admission examinations of past years have been used wrongfully to determine the standing of the schools. The figures resulting from those old high school tests told only a partial truth. Partial truths are dangerous to reason upon. It is possible for any school to get a record of 95% in an examination if it gives the examination only to the few who are sure to get that high mark. But the public schools are not for the few. All the children are compelled to attend school and the course should be so organized that at least one half of all children can complete it in some fashion. The public schools everywhere have been too exclusive. Exclusiveness defeats their purpose.

Standards of achievement can be established for the various grades in our schools which will neither restrain and retard the bright pupils nor yet oppress and discourage those slow to learn. No man or body of men are wise enough to say exactly what these standards are to be. Tests are necessary to see what is being achieved and from a study of the various achievements a fairly satisfactory judgment can be reached as to what should be set up as reasonable standards.

**What the Department and the
City Are Doing.**

The Henry Lord School.

Kindergartens.

High School Salary Schedules.

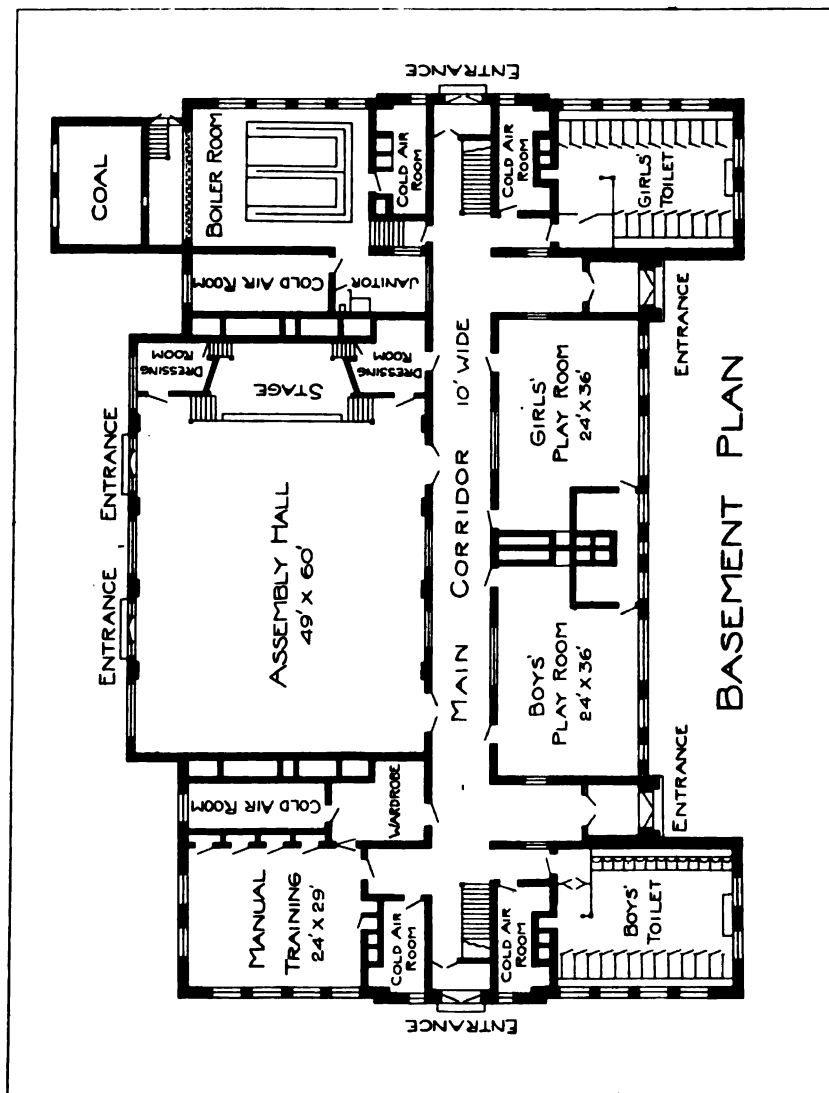
Salary Schedule for Elementary Teachers.

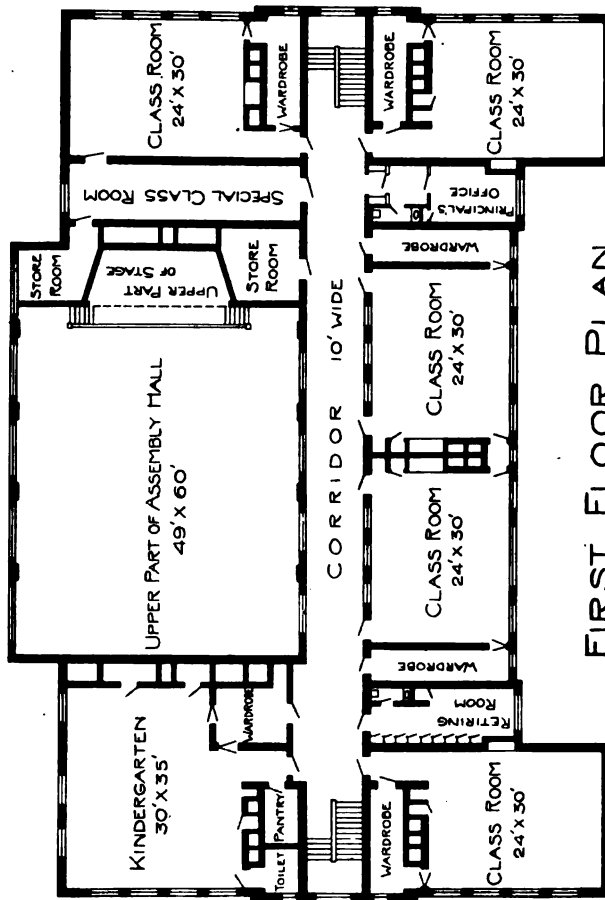
Merit System.

Fifty Years of the Wrong Thing.

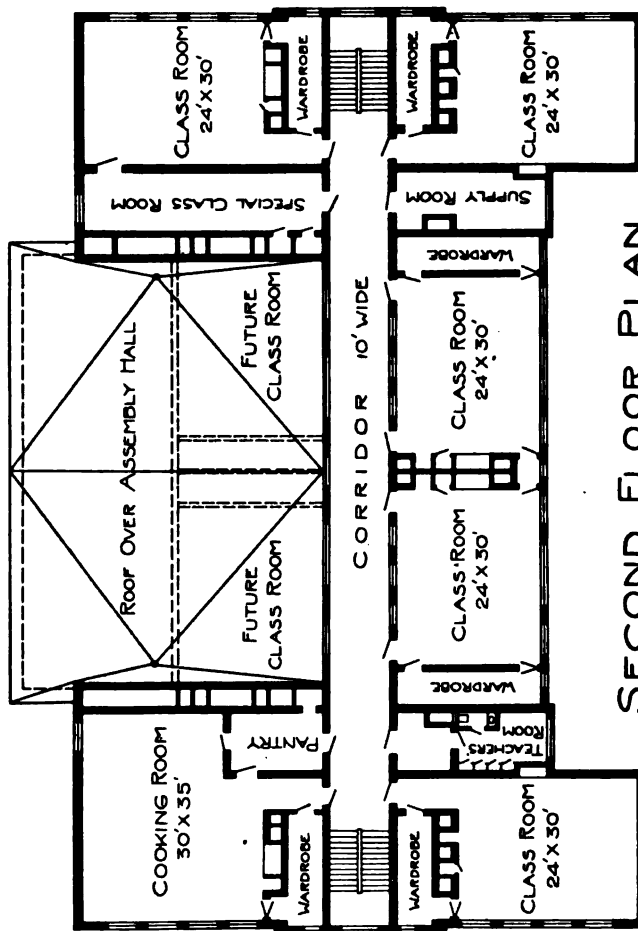


HENRY LORD SCHOOL.





FIRST FLOOR PLAN



SECOND FLOOR PLAN

THE HENRY LORD SCHOOL.

The Henry Lord School marks a new era in school-house construction in Fall River.

Three distinctive features differentiate it from older elementary school buildings. Most important in relation to regular school work is the size of the classrooms. These average 26 by 28 feet and are planned for a maximum of 42 seats per room. Rooms of this size cannot be so overcrowded with pupils as to justify the placing of a permanent assistant in each room. Two evils long existent in other schools are prevented from finding lodgment there: the gathering of pupils in classes too large for satisfactory work, and the wastefulness of the two-teachers-in-a-room plan. If by some means this plan of distribution of pupils by classes could be carried out throughout our schools there would be a decided gain in every way. However, the advantages which the Henry Lord School enjoys in this respect are so manifest that presumably no school in the future will be designed for larger classes.

A second distinctive feature of this school is the ground floor auditorium. Occupying the space enclosed by three sides of the main building it has large entrances entirely independent of those regularly used by the pupils. In addition there are exits from the auditorium to the main corridor of the school building proper. Such an assembly hall with a good stage, a moving picture machine, and other equipment is sure to become an effective center for neighborhood improvement.

Complete as it is the Henry Lord School to-day is only a little more than half the school it was planned to become.

The designs from which the present twelve-room building was erected call for a twenty-two room building. The lot on which the school stands affords ample space for a four room extension to each wing, besides which two more rooms can be built above the auditorium. This, too, is in the line of progress. A large school can be more efficiently managed than several scattered small schools, both financially and educationally.

In these three things the Henry Lord School marks a great gain to the city. It has other improvements, the most important of which are: better provision for protection against fire, a special lighting equipment in one class-room for evening school sewing classes, and a vacuum cleaning system. A thing gratifying to the citizens as taxpayers is the fact that with the building finished and the yard graded, as some others have not been, there remains a balance of the original appropriation.

KINDERGARTENS.

The fall term witnessed the opening of two new kindergartens, at the Davenport and Henry Lord Schools. The plans of the latter building called for the laying out of a kindergarten room. At the Davenport School one of the grade rooms was vacated and put into proper condition for the same use. With the renewed generosity which entitles her to be recognized as Fall River's "Patroness of Kindergartens" Mrs. Spencer Borden Senior bore the entire expense of equipping these kindergartens. Of the nine kindergartens we now have Mrs. Borden has furnished the entire equipment of the last five opened, while the four which were

started earlier have fared generously at her hands. The committee is planning a fitting recognition of this example of civic spirit.

A kindergarten has been authorized for the south end where an insistent demand for one has long existed. As no schoolroom can be vacated for the purpose, the renting of a room has been considered. Such quarters as are available, however, are not likely to prove satisfactory. If a portable school could be secured for the purpose that would offer decidedly the best solution of the problem.

The appointment of a Supervisor of Kindergartens sets upon this branch of our school system the stamp of recognized importance. With the opening of the new kindergartens young teachers are coming into the service whose first years of effort can be made more fruitful through the suggestions, encouragement and inspiration which an experienced and enthusiastic supervisor can give. Good as our kindergarten work has been in general, the community will take pleasure in seeing it extended and made to produce increasingly good results.

HIGH SCHOOL SALARY SCHEDULES.

A great step forward was taken in the adoption during the spring of a series of salary schedules for teachers of academic subjects in the high schools. Serious objections had been seen in a single schedule promising a regular annual increase through a long series of years up to a fairly liberal maximum. First not all teachers could be carried on the rolls at equally high salaries. Again of two or more teachers starting at the same salary one would likely be

worth more than any of the others after half dozen years. To meet these two main principles in the fixing of salaries and still be able to offer a definite promise of automatic increase the plan shown herewith was worked out:

SCHEDULE I.

First year.....	\$ 840.
Second year.....	880.

SCHEDULE II.

First year.....	920.
Second year.....	960.
Third year.....	1000.
After five years at maximum, merit increase to.....	1040.
After another five years, merit increase to.....	1080.

SCHEDULE III.

First year.....	1000.
Second year.....	1080.
Third year.....	1160.

SCHEDULE IV.

First year.....	1120.
Second year.....	1160.
Third year.....	1200.

SCHEDULE V.

First year.....	1240.
Second year.....	1320.
Third year.....	1400.

SCHEDULE VI.

First year.....	1480.
Second year.....	1560.
Third year.....	1640.
After five years at maximum, merit increase to.....	1720.
After another five years, merit increase to.....	1800.

SCHEDULE VII.

First year.....	1800.
Second year.....	1920.
Third year.....	2040.

Except for schedule I, which runs only two years all schedules regulate salaries for three years. A teacher already in service or one newly elected who is placed upon schedule II, first year, with its salary of \$920, knows that continued service in Fall River will mean two annual increases of \$40 each, to a maximum of \$1,000.

The lowest salary is scheduled at \$840 because it is desirable that only teachers of experience be appointed to our high schools, teachers who have proved themselves worth at least that compensation to begin with.

The schedules show that the existence of economic laws was not ignored. In the lower schedules annual increases are at the rate of \$40. and in the middle schedules \$80. In the highest schedule, intended for heads of departments, provision is made for annual advances of \$120, the maximum of \$2,040 providing a fair salary to men fitted for the positions.

In planning the schedules certain existing conditions were taken into consideration: particularly, that many teachers were employed at salaries of \$1,000, \$1,200 and \$1,400; and that certain forms of teaching service are measured by fairly definite financial standards. Care was taken, therefore, to formulate schedules which when applied to the teachers now in service would not compel too many changes in current salaries. Schedule VI fills a gap which has existed far too long and now makes it possible for men teachers of ability and experience to receive here such salaries as other cities have been offering them as inducements to leave us.

A teacher who has reached the end of a schedule is to be placed upon the next higher schedule only in the belief that sufficient growth in teaching power and in value to the school is likely to justify the maximum salary of that higher schedule which the next three years would bring. When a teacher has reached a maximum which corresponds with the approximate market value of the teaching service rendered advancement to a higher schedule is not to be expected.

The basic idea underlying the whole plan is to hold clearly before the teachers the thought that there is no salary dead-end. Nothing is more inimical to improvement and even to the maintenance of standards already attained than the thought that there is nothing tangible to be gained by the teacher beyond a certain point. The special merit increases, therefore, are designed to recognize the continuing meritorious service of teachers who after having attained the expected maximum salaries still carry into their work the earnestness, the freshness, and the enthusiasm of earlier years.

These schedules apply primarily to teachers of academic subjects. In commercial, manual arts, domestic science and other technical branches teaching service has rather indefinite and unstable values, and for some time to come only in such cases as the move seems warranted are teachers likely to be placed upon one of these schedules.

SALARY SCHEDULE FOR ELEMENTARY TEACHERS.

At the beginning of the fiscal year the Board considered putting into operation a new salary schedule for elementary

school teachers. The schedule provided for a minimum salary with regular annual increases to a fixed maximum salary. A special increase was planned for teachers of unusual merit. It was estimated that this new schedule would increase the expenditure for salaries by \$5,000 the first year, \$17,000 the second year, and \$26,000 the third year and the years following. In view of the fact that \$26,000 is less than 6% of the salary expenditures at the present time and that the 6% increase was to be spread over three years, making an annual increase of only 2%, the Board could hardly be accused of extravagance in its treatment of the salary question. The appropriation for salaries, however, was not made sufficiently large to allow the adoption of the schedule and the Board was obliged to drop the entire plan.

MERIT SYSTEM.

Distinct progress has been made in the direction of applying the criterion of merit in the schools. The salary schedules just described afford one instance. Another example is found in the placing of new applicants for positions in the elementary schools.

The numerous normal and training school graduates placed every year upon our unassigned list have been extremely anxious to be put into classrooms at once. So long as the prospective grade teacher was not regularly employed there was a feeling that some place should be found for her. This has not been in the interest of the schools and of the children, nor in the interest of economy.

During the summer of 1915, fifty-seven new teachers were added to the unassigned list, with the prospect that

at the beginning of the school year not more than ten could be regularly employed. The normal and training school records of all were secured and they were grouped into three broad divisions: group A, composed of those of high scholarship record and general fitness for work in all grades or special fitness for work in particular grades; group B, composed of those whose professional training and practice varied from fair to good; and group C, composed of those who had completed their training courses without any particular merit.

Under the rules the assigning of teachers to temporary and substitute work is left to the Superintendent. The latter made the committee acquainted with his plan. He stated that in the absence of definite instructions from the Board he would give regular assignments first to those in group A. As a result of resignations and leaves of absence during the fall all of that group were provided for at the opening of schools after the holidays. In the course of the year most of the B group will find regular work. Unless an unusual number of vacancies occurs the C group will probably be limited to substitute work.

In past years a large portion of the time of the superintendent has been spent in repeating from day to day to the teachers waiting for work, to their parents and their friends the same story that no teachers were needed or no money was available for extra teachers. Soon after the opening of the current school-year the superintendent called a meeting of the three groups described above and explained the situation to them. Each one was privately informed as to her rank. The plan has been successful beyond

expectation. Some of those in groups B and C, with little hope of securing regular work have personally expressed to the superintendent their conviction that the plan was good if *there was no favoritism*.

Favoritism is so commonly found everywhere, particularly in the public service, that people are often justified in suspecting that their successful rivals have won by that means. The one thing essential to all successful public administration is the stamping out of the notion that advancement comes through favoritism and substituting for it the principle that merit wins. The plan outlined above was so clearly designed to do away with favoritism that the persons directly concerned, the teachers anxious for work, recognized its fairness and each was glad to be relieved of the fear that one less deserving than herself would secure a position earlier by unfair methods. It has relieved the superintendent of one of his most vexatious problems, and, what is far worse, a problem almost totally useless, which has called for much expenditure of time and has been absolutely unproductive of any good results to the schools.

In the appointment of teachers to permanent positions also, recommendations from the unassigned list are now being based on merit. Seniority does not justify the appointment of a teacher fitted for first grade work to a fifth grade vacancy. Such things have happened unfortunately. The teachers themselves have not been happy and their pupils have suffered. It is in one sense the most important of the everyday tasks of the administration to find out for what work each prospective teacher is best fitted and to set her definitely to that task. Special fitness for

particular work is an element of merit. The work of all the younger teachers is under careful observation, help being given them to enable them to improve. The assistant supervisor in primary grades devotes the greater portion of her time to this task and the results of her sympathetic and helpful supervision are evident.

The growing conviction that merit is the criterion by which teachers as well as pupils should be judged is apparent. Teachers who have always aimed at high standards are pleased to see the soundness of their views justified and look on these measures as a vindication of their professional attitude. Teachers whose ambition has been dulled by the fear that it was of no use to give meritorious service are now finding greater happiness in doing more for their pupils.

The entire student-body and the teaching force as a whole are gainers under this plan. Parents and citizens generally should find in it the assurance that their expenditures for public schools will produce the best possible returns to the children.

FIFTY YEARS OF THE WRONG THING.

For more than fifty years the Fall River schools have been overcrowded. The report of 1913 quoted the words of Daniel W. Stevens, first superintendent of schools of the city, written in his first report, April 1866. "One teacher in one room, with one class, is the ultimate object desired." At that time the school system was honeycombed with large overcrowded rooms taught by two teachers. Five years later his successor, Superintendent Malcom W.

Tewksbury said: "There is no argument to be given in favor of double rooms... the almost unanimous verdict is in favor of small rooms."

For years superintendents and school committees begged for increased school accommodations to do away with this vicious plan of school organization. Superintendent William Connell and the committees of his day deplored the neglect of the city in failing to provide adequate accommodations. Rooms condemned as unfit for use had been closed and later were reopened because of the lack of suitable accommodations. In his report for 1892 Superintendent Connell said: "This lack of rooms is an evil in the conduct of our schools which the school committee have often deplored, and to remedy which they have felt themselves powerless. There is an economy which withholdeth more than is meet but it tendeth to poverty. The remedy for the evil (i. e. the two teacher in a room plan) is... more schoolrooms with not more than forty desks in each. *To give sufficient relief to these crowded schools several buildings should be erected.*"

Superintendent William C. Bates in 1894 said: "When we can so arrange that not more than forty pupils shall be assigned to any one teacher... we shall establish conditions more favorable to good school training than those that now exist. It must be our study to devise ways by which we may separate the crowded rooms into classes of reasonable size."

"One teacher in each room with her class to herself" has been the plea of every Superintendent of Schools of Fall River for fifty years.

Twenty-four years ago Superintendent Connell and twenty-two years ago Superintendent Bates pleaded for forty desks and forty pupils in a room.

Yet in this school year of 1915-16 there are more rooms numbering between forty and eighty pupils than there were in those days. The school report for the year 1896 contains a table which is shown here and alongside is given the table for the same month, October, in 1915.

DISTRIBUTION OF PUPILS BY ROOMS.

OCTOBER 1896		OCTOBER 1915	
NO. OF ROOMS	NO. OF PUPILS PER ROOM	NO. OF ROOMS	NO. OF PUPILS PER ROOM
4 rooms had	80 to 100		
8 rooms had	70 to 80	1 room had	70 to 80
26 rooms had	60 to 70	8 rooms had	60 to 69
66 rooms had	50 to 60	44 rooms had	50 to 59
98 rooms had	40 to 50	165 rooms had	40 to 49
200 rooms had 40 or more pupils		218 rooms had 40 or more pupils	
22 rooms had	30 to 40	104 rooms had	30 to 39
4 rooms had	20 to 30	27 rooms had	20 to 29
1 room had	20	5 rooms had less than 20	

The figures for October 1915 show how bad the crowding is at the present time. 53 rooms, each having 50 or more pupils require extra teachers, according to the law of the state. Of the 165 rooms having from 40 to 49 pupils a large number also require extra teachers. When the money is available for the purpose about ninety assistants are regularly employed.

This overcrowding has for a generation been disastrous to our schools. It has been the cause of a great steady financial waste. Far worse, it has been responsible, for a great educational loss. On the financial side more money has been paid out to teachers than would have been necessary had there been an adequate number of rooms. On the educational side the plan of two teachers in a room is responsible for a waste of time and effort on the part of both teachers and pupils. Here, then, is a system which costs more money to maintain and produces smaller results than the regular one-teacher-in-a-room system. No industrial plant, no commercial establishment would have tolerated the continuance of anything like it. No mill overseer crowds ten plain looms into the space of eight looms and then sets two weavers working together on the job of running them. That kind of management would bankrupt the mill. Mill operatives, superintendents, directors and stockholders would call such a plan absurd. It is just such an absurd plan which has been allowed to continue in our schools for fifty years: Too many pupils in one place, too many teachers in one place; waste of time for teachers and pupils, waste of money for the city.

Yet for fifty years the superintendents of schools have protested against it in vain. For fifty years the superintendents of schools from the first to the last have been telling the people of Fall River that this two-teachers-in-a-room plan was bad for their children. Do the people suppose that all of these superintendents of schools did not know what they were talking about when they said the conditions were bad?

Consider these two facts: 1. Fall River has *more teachers in proportion to pupils* than any other large city in Massachusetts. 2 Fall River has *fewer grammar school graduates in proportion to pupils* than any other large city in Massachusetts.

What is the answer to the riddle that with more teachers fewer pupils complete the school course? The answer is, "Waste". Waste in overcrowded rooms. Waste through classes being in each other's way. Waste through the impossibility of getting the right class spirit as under one teacher. Waste through the failure of teachers to work well together. Waste through the difficulty of fixing responsibility for unsatisfactory results in class work. A system in which opportunity for waste is so prevalent cannot be expected to rise out of educational bankruptcy.

When only three pupils out every hundred in our schools finish the job on which they are working it is time for plain speech. The figures published in the school report for 1913 show that Fall River was at the bottom of the list of the eleven largest cities of the state, outside of Boston, in the proportion of its grammar school graduates. Worse than that its percentage was just one-half the average of the other ten cities.

Other evils growing out of this overcrowding were discussed at some length in the 1913 school report. What the evils are is pretty well known.

The main questions now are "Shall this system continue? Shall the evils be longer tolerated?" It is for the citizens who have patriotism for their country, pride in their city, and hope and love for their children to say whether the neglect of fifty years shall now end.

How Fall River Stands Among Large Massachusetts Cities.

COMPARISONS
BY TABLES AND DIAGRAMS.

POPULATION
MASS. CENSUS 1915

1.	Worcester	.	.	.	162,697
2.	Fall River	.	.	.	124,791
3.	New Bedford	.	.	.	109,568
4.	Cambridge	.	.	.	108,822
5.	Lowell	.	.	.	107,978
6.	Springfield	.	.	.	102,971
7.	Lynn	.	.	.	95,803
8.	Lawrence	.	.	.	90,259

EXPLANATION.

The citizens of Fall River ought to know how their school system compares with those of other large Massachusetts cities. Such comparisons can make clear whether in certain respects the Fall River schools show well or poorly or about the same as the schools of other cities. A study of these comparisons may in some cases lead to definite conclusions. Out of the knowledge thus gained may come definite plans for improvements.

The statistics are given in the forms of tables and diagrams. They show the figures on a variety of matters concerning the public schools in the eight largest cities of Massachusetts outside of Boston. Of these eight cities Worcester has long stood first and Fall River second in population. The other six cities, Cambridge, Lawrence, Lowell, Lynn, New Bedford and Springfield are all smaller in population than Fall River. All the statistics, so far as possible have been based on the figures in the Annual Reports of the State Board of Education.

Regular annual expenditures for schools naturally fall into two groups : first, expenses connected with the instruction of pupils which constitute "Education Cost"; second, expenses connected with the buildings themselves

which constitute "Upkeep Cost". Education cost is made up of three general items of expense : 1o For administration, including expenses for the school department offices, the superintendent, supervisors, attendance officers and clerks; 2o For salaries of all principals and teachers; 3o For books, supplies, maps and other teaching material. The upkeep cost, which refers to the school-houses, is also made up of three general items of expense : 1o For salaries of janitors; 2o For repairs on the buildings and for buying and repairing furniture; 3o For fuel and light. Under the city charter the Superintendent of Public Buildings spends all the money appropriated for the upkeep of buildings. The school committee has full charge of the money spent for education cost.

Plate 1. Reckoning from the total amount of money spent for the running expenses of the schools Plate 1 shows the rank of the eight cities in the share of money spent for each item. The first column, "Administration", shows that New Bedford spent a larger share of its school money for this item than any other city. Lawrence was second highest, Fall River fifth. Worcester, at the bottom of the column, spent a smaller share of its school money in this way than any other city.

Plates 2, 3 and 4 show the percent of school money spent for each of the six items of education and upkeep cost.

Plate 5. The upper diagram shows the percent of money spent for total cost of upkeep of school houses. The lower diagram shows how the 100 per cent total of school money was divided between "Upkeep Cost" and "Education Cost". Lowell, in the top line of the diagram, spent a larger share for upkeep and a smaller share for education than any other city. Cambridge, at the bottom, spent the smallest share for upkeep and the largest for education. In the cost of education Fall River was next to the lowest while in the cost of upkeep it was next to the highest. This, of course, is due to the fact that the city has a very large number of small buildings, each of which requires a janitor. The extra large number of janitors and the extra cost of heating so many buildings, as well as the extra cost of repairs on so many wooden buildings, helps to make up this total high cost of upkeep of schools. No one in particular is to blame for this condition of affairs. The blame is to be placed upon the bad system of having so many small schools scattered all over the city.

Plate 6 shows how much waste there is in being obliged to hire a janitor for a 4-room building, when one janitor can look after an 8-room building and even a 12-room building. The figures in this table are taken from the report of the Superintendent of Public Buildings for the year 1914. These figures are based on the regular four and eight room buildings of the city and on the two 12-room

buildings which are each operated by one janitor. It will be seen that in a building of only four rooms it costs \$100 per room more for janitor service than in a building of 12 rooms. The fuel cost also shows a saving in the large buildings. The total cost for janitor service and fuel is almost twice as much per room in a 4-room building as in a 12-room building, the figures being \$240.34 per room in a 4-room building and only \$125.51 per room in a 12-room building with one janitor.

Plate 7 shows two items which belong together, the average number of pupils per teacher in the schools and the total cost for each pupil attending school throughout the year, or the cost per pupil in the average membership. As teachers' salaries take up more than two-thirds of the money spent for running schools the fewer pupils each teacher has the higher the cost will be; the more pupils, the lower the cost. It will be noticed that the three cities which have the largest number of pupils per teacher, Lynn, New Bedford and Lowell, are also the three cities which have the lowest cost of education per pupil. Fall River is at the bottom of the list in the number of pupils per teacher, which means that Fall River has more teachers for every thousand pupils than any other of these large cities. This, of course, is due to the overcrowding of rooms and the employment of extra teachers as assistants. The only cities which now spend more per pupil than Fall River are the

cities of Worcester and Springfield which have a very much greater number of high school pupils, Worcester having four high schools and Springfield three. The extra cost of a large number of high school pupils adds a great deal to the average expense per pupil in the whole school system.

This diagram makes it clear that there should be fewer big rooms with two teachers and more medium sized rooms with one teacher. If in 1913-14 there had been rooms enough to divide the pupils so as to give the average of 32 3-10 to every teacher the schools would have needed only 414 teachers instead of 482, a difference of 68 teachers less than were actually employed.

Plate 8 shows what part of every dollar is spent for the different important items in school expenditures in the seven cities which are compared with Fall River.

Plate 9 shows for Fall River what Plate 8 shows for the seven other cities.

Plates 10 and 11 show how the cost of running schools has increased everywhere in the last fifteen years. Fall River was so far behind the other textile cities that it has been obliged to make great increases in order to catch up.

The Technical High School, opened in September 1913, added more than \$35,000 to expenses, which item alone increased the average cost per pupil by \$2.40. Fall River

is the only one of the four textile cities conducting two high schools. There is good reason, therefore, for being at the head of this list now.

Plate 12. The upper diagram shows the proportion of high schools pupils out of every hundred pupils in the public schools. The figures for 1913-14 show that 7.4 per cent of all public school pupils in Fall River were in the two high schools. During the fall term of this year, 1915-16, the number of pupils in the high schools was 9.2 per cent of the entire number in all the schools. This, of course, adds a great deal to school expenses.

The lower diagram shows that Fall River spent \$34.02 of tax-money for each child in the schools. New Bedford, Lawrence and Lowell all spent from \$1.25 to \$1.70 more for each child.

Plate 13 compares the tax money and the tax valuation in each city in proportion to the number of children attending school.

Plate 14. The table shows the number of pupils graduated from the grammar schools for the school year 1913-14. Fall River, which is second in population, is at the bottom of this list, graduating from the grammar schools fewer pupils than the six cities which have a smaller population, graduating only about half as many pupils as the city of Cambridge which has sixteen thousand less population.

The diagram shows how many pupils were graduated from the elementary schools out of every hundred who belonged. This makes clear the failure of our schools to carry their pupils through in as large numbers as they should.

Plate 15 shows how the cities have grown in twenty-five years and how much money they have spent for new schoolhouses during the same period.

The first column shows the increase of population of the eight cities between 1890 and 1915. The other two columns show the total amount spent for new schoolhouses in the twenty-four years from 1890 to 1914, and the total amount spent in the four years from 1910 to 1914. Reading all the columns it is seen that while Fall River has spent much for new buildings it has been far from doing its share in keeping up during the twenty-five years. The next diagram, Plate 16 proves this clearly.

Plate 16. The upper diagram shows the amount spent for new schoolhouses from 1890 to 1914 in proportion to the increase in population. It will be noticed that for every increase of one person in the population of Springfield in the past twenty-four years, that city has spent \$49.62 towards new schoolhouses. During the same time, bringing a total increase of 50,393 in the population of Fall River, for every increase of one person the city has spent only \$27.25 for new schoolhouses. Although Fall River is the second largest city of the State and ranked fourth in the in-

crease in population during twenty-four years, it ranks next to the last in the proportion of the amount of money which it spent for new schoolhouses during this period. The city, therefore, has no reason to complain that it has spent and is spending too much for schools. These figures clearly prove that it is not spending as much as other cities in proportion to its needs.

The lower diagram shows that out of every hundred children attending school in Fall River only 66 are in the public schools and 34 are in private and parochial schools. Five cities have more than three quarters of their school children in public schools. Fall River is much below the average and even then does not provide proper accommodations for those who do attend the public schools.

Rank of Eight Massachusetts Cities **IN PROPORTION OF SUMS SPENT FOR VARIOUS SCHOOL PURPOSES**

	ADMINISTRA- TION	TEACHERS' SALARIES	BOOKS AND SUPPLIES	TOTAL EDUCA- TION COST	JANITORS' SALARIES	BUILDING REPAIRS	FUEL	TOTAL UPKEEP COST
1	New Bedford	Cambridge	Springfield	Cambridge	Lowell	FALL RIVER	Lowell	Lowell
2	Lawrence	Worcester	Lynn	Lawrence	FALL RIVER	Springfield	Lynn	FALL RIVER
3	Lynn	Lawrence	Lawrence	Springfield	Lynn	Worcester	Lawrence	Lynn
4	Cambridge	FALL RIVER	Lowell	New Bedford	Cambridge	Lynn	Worcester	Worcester
5	FALL RIVER	New Bedford	FALL RIVER	Worcester	New Bedford	Lawrence	New Bedford	New Bedford
6	Springfield	Springfield	New Bedford	Lynn	Springfield	New Bedford	FALL RIVER	Springfield
7	Lowell	Lynn	Worcester	FALL RIVER	Worcester	Lowell	Cambridge	Lawrence
8	Worcester	Lowell	Cambridge	Lowell	Lawrence	Cambridge	Springfield	Cambridge

OF THE ENTIRE SUM SPENT FOR THE SCHOOL YEAR 1913-1914

New Bedford ranked highest in the share of money spent for administration.

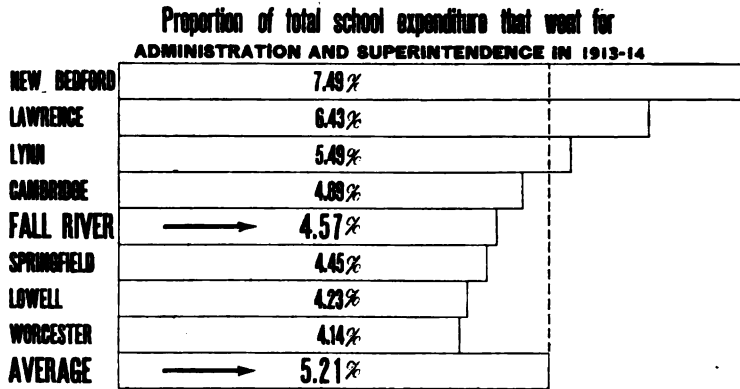
Cambridge " " " " " " " " teachers' salaries.

Springfield " " " " " " " " books and supplies.

Fall River " " " " " " " " building repairs and equipment.

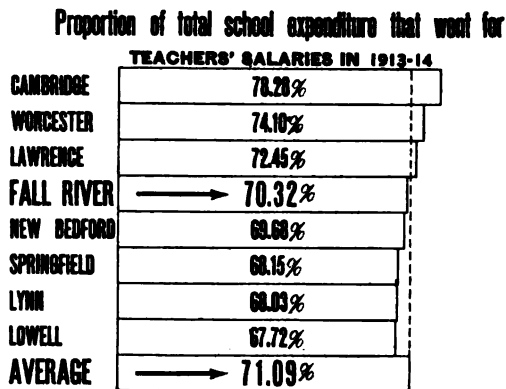
Fall River ranked next to the lowest in the share of money spent for total education cost.

Fall River " " " highest " " " " " " upkeep cost.



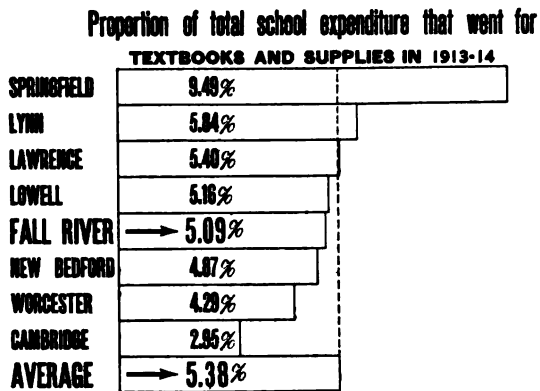
Expenses of school committee offices, superintendent and supervisors.

Fall River ranks fifth and spends less than the average in this manner.



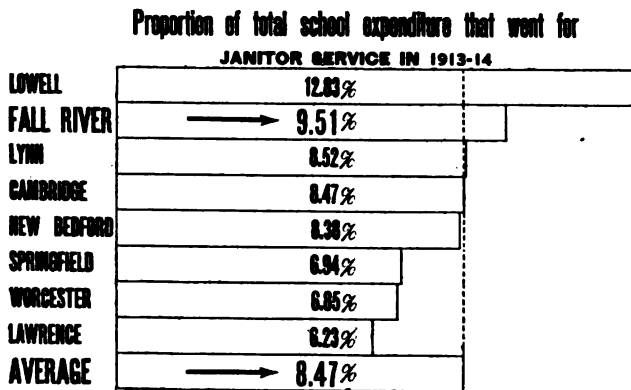
Salaries of all principals, teachers and assistants.

Fall River ranks fourth and spends less than the average in this manner.



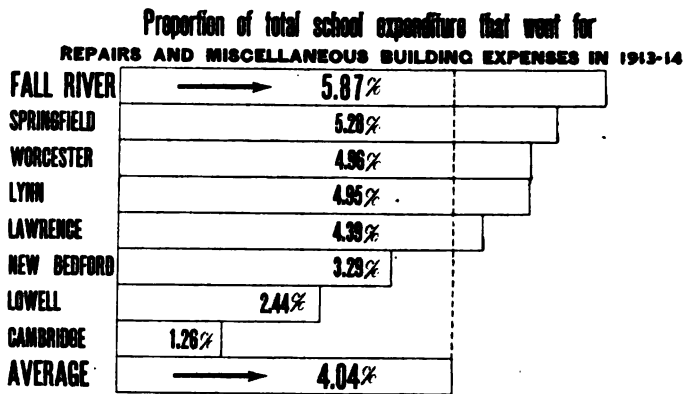
Expenses for all books, supplies, maps and other classroom materials.

Fall River ranks fifth and spends less than the average in this manner.



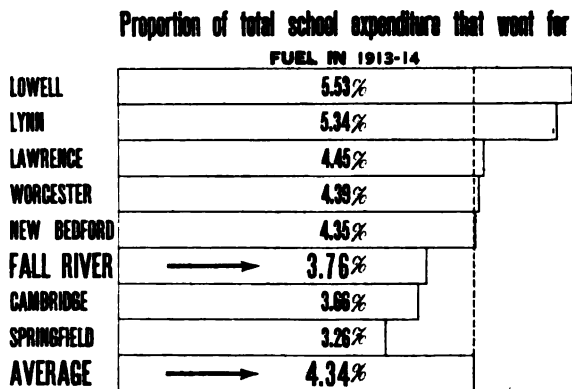
Payments for salaries of janitors.

Fall River ranks second and spends more than the average in this manner.



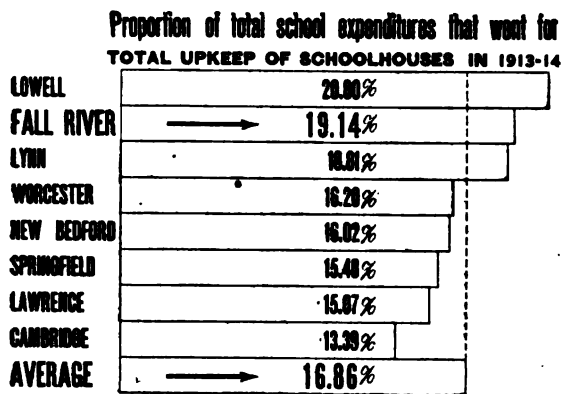
Expenses for all repairs in school buildings and for buying and repairing furniture.

Fall River ranks first and spends much more than the average in this manner.



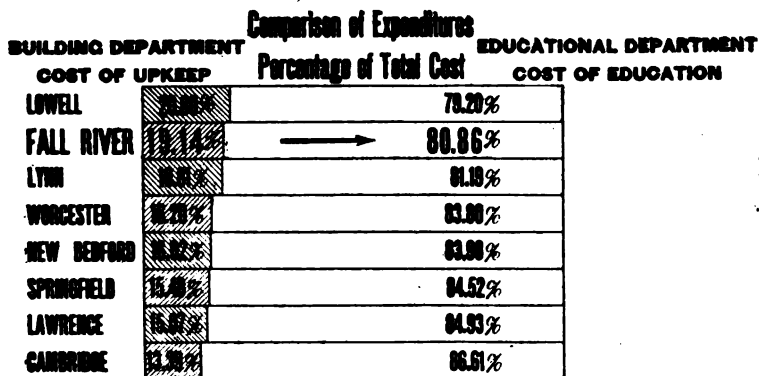
Expenses for wood, coal, etc.

Fall River ranks sixth and spends less than the average in this manner.



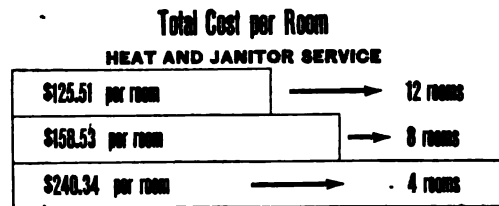
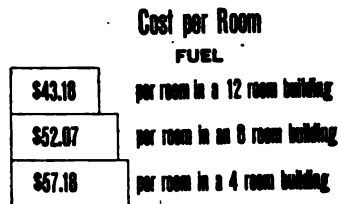
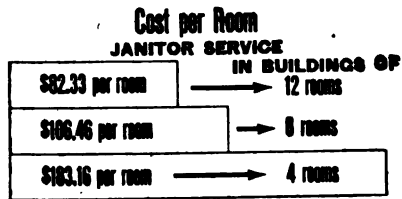
Total expense for janitor service, fuel, repairs and miscellaneous needs of buildings.

Fall River stands second and spends much more than the average in this manner.



The upper part of the diagram shows the highest expense for buildings and the lowest expense for education. Fall River is second highest in building cost and second lowest in education cost.

This shows where money is wasted.

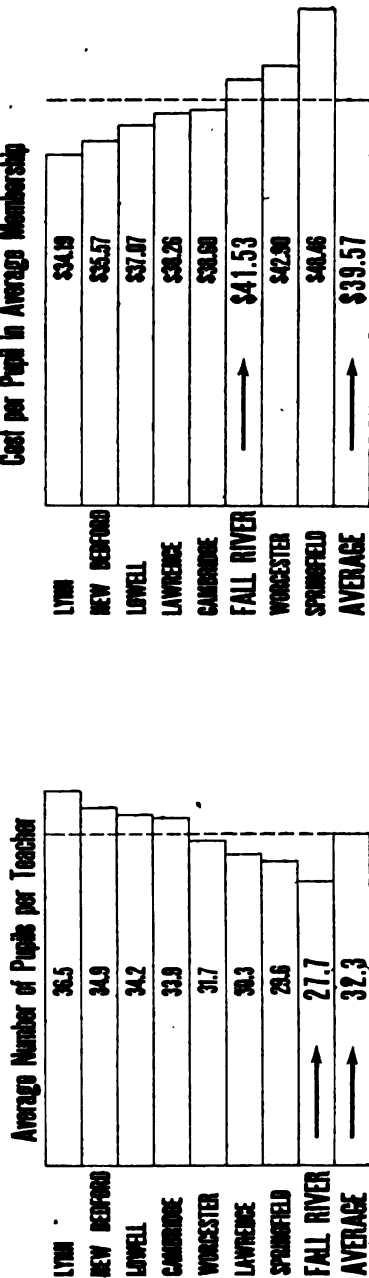


Four-room schoolhouses are expensive to run. They cost more than \$240 per room. A 12 room building is run much more economically, costing only about \$125 per room, a saving of almost one-half.

THIS SHOWS WHERE MONEY IS WASTED IN FALL RIVER.

These two diagrams should be studied together.

Notice that Lynn, New Bedford and Lowell rank first, second and third on both diagrams.



Teachers' salaries are the principal item of expense for schools, taking more than 70% of all regular appropriations.

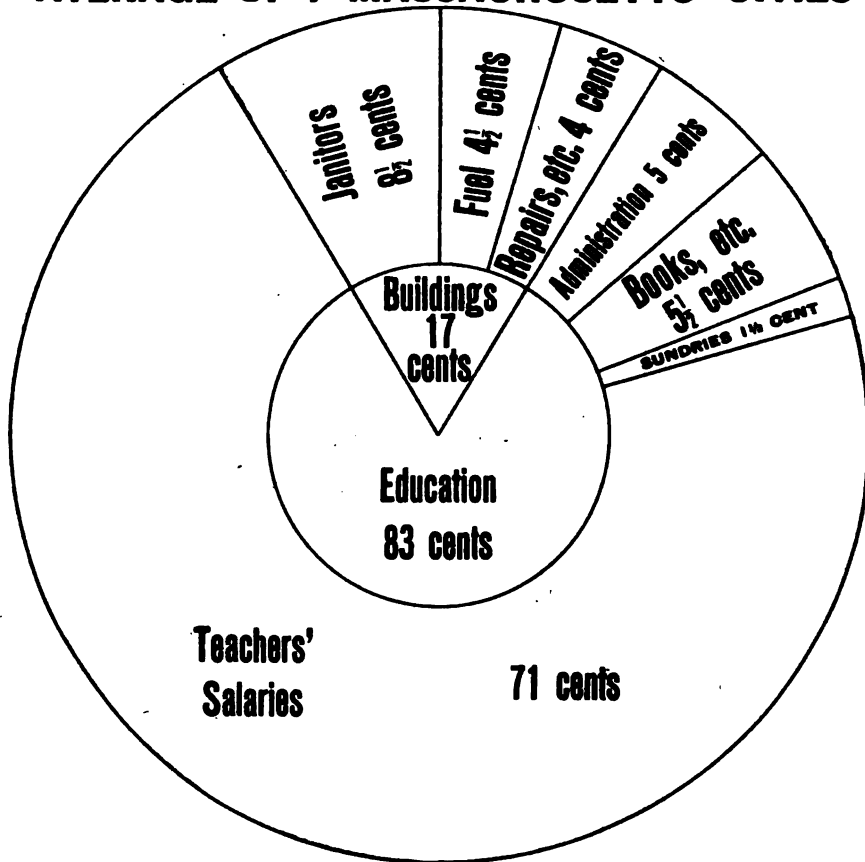
Lynn has THREE teachers for every 110 pupils.

Fall River has FOUR teachers for every 110 pupils.

Read "FIFTY YEARS OF THE WRONG THING" on page 34.

The School Dollar

AVERAGE OF 7 MASSACHUSETTS CITIES



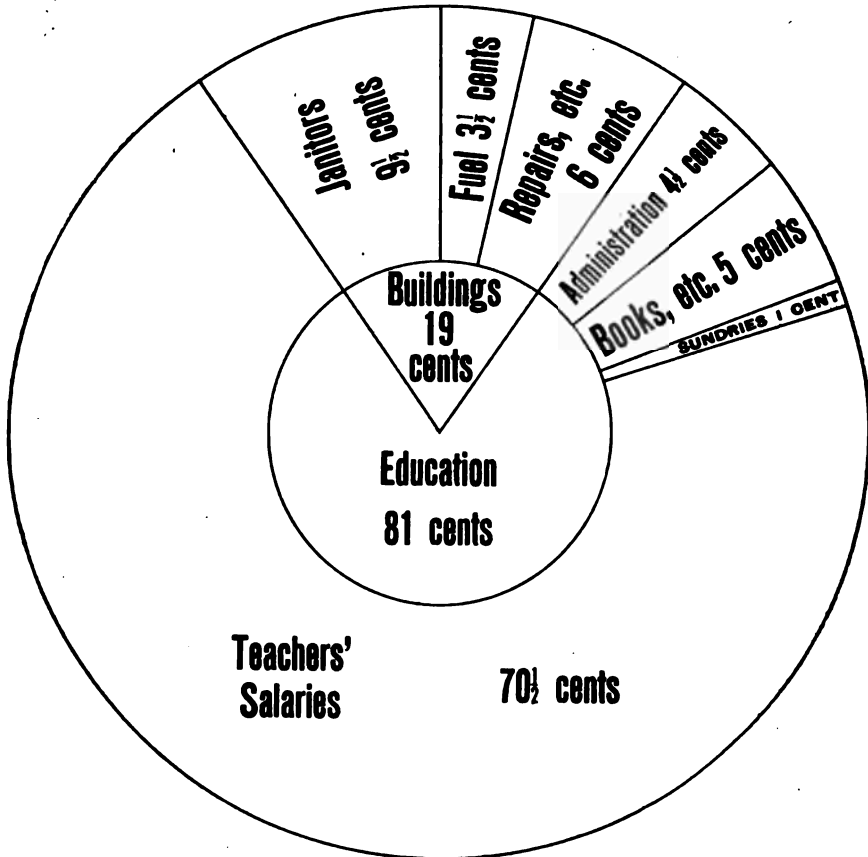
CITIES

Cambridge
Lawrence
Lowell
Lynn
New Bedford
Springfield
Worcester

Of every dollar spent for the schools during the year 1913-14, 83 cents went for the education of the children and 17 cents for the upkeep of buildings.

Notice that more than 70 cents out of every dollar goes for teachers' salaries.

The School Dollar in Fall River



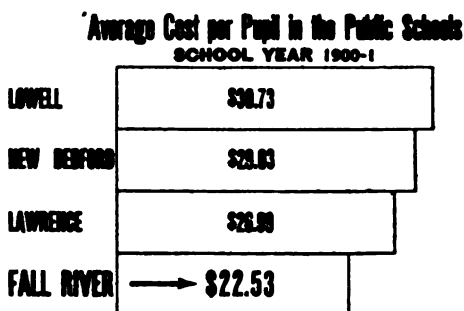
Compared with the other cities Fall River spends 2 cents less for the education of the children and 2 cents more for the upkeep of the buildings.

IS THIS A WISE USE OF MONEY ?

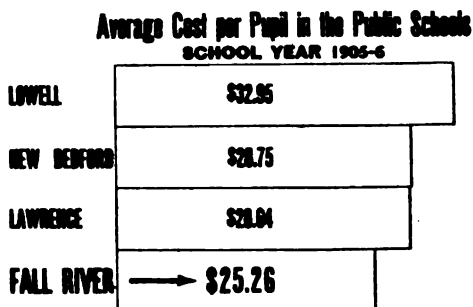
Schools are maintained for the education of children not for keeping up buildings.

The four diagrams on Plates 10 and 11 show the amount spent for each child attending the public schools during the years indicated, in the four textile cities of Massachusetts.

Cheap schools usually are cheap.
Good schools cost money.



Fall River was \$8.20 behind the leader.
Was this the right place for Fall River?



Fall River was \$7.69 behind the leader.
Was this the right place for Fall River?

Average Cost per Pupil in the Public Schools
SCHOOL YEAR 1910-11

LAWRENCE	\$34.70
LOWELL	\$34.01
NEW BEDFORD	\$33.94
FALL RIVER	→ \$29.53

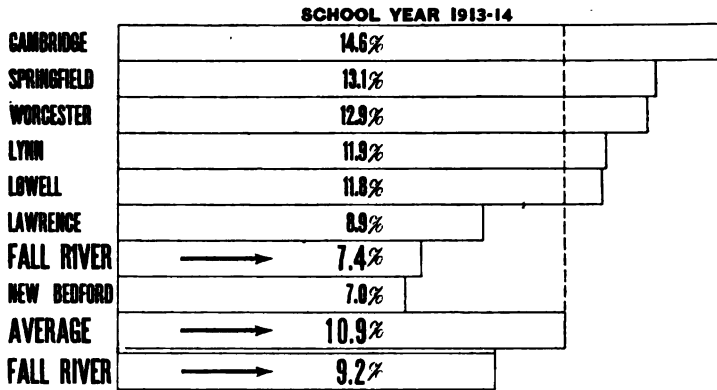
Fall River was \$5.17 behind the leader.
Was this the right place for Fall River?

Average Cost per Pupil in the Public Schools
SCHOOL YEAR 1913-14

FALL RIVER	→ \$40.23
LOWELL	\$38.83
LAWRENCE	\$37.64
NEW BEDFORD	\$34.18

Fall River leads by \$1.40.
Isn't this the right place for Fall River?

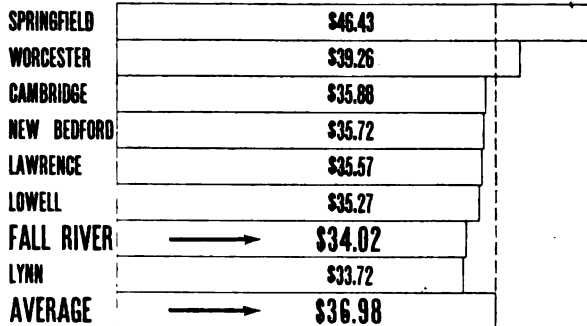
Proportion of High School Pupils in Entire School Population



Sept. to Dec. 1915

Of every hundred children in the schools during the year 1913-1914, 7.4 percent were high school pupils. Two years later this had increased to 9.2 percent. This is a good thing for the city but it costs money. Should not Fall River lead, at least among the textile cities?

Expenditures for schools from local taxation PER UNIT OF AVERAGE MEMBERSHIP 1912-13



Fall River was next to the last in the amount of tax-money spent for each child in the public schools. It ranked last among the textile cities.

Total local tax per unit of average membership

IN THE SCHOOLS 1912-13	
NEW BEDFORD	\$169.84
SPRINGFIELD	\$162.80
CAMBRIDGE	\$158.71
LAWRENCE	\$157.50
LOWELL	\$148.24
LYNN	\$143.06
FALL RIVER	\$133.50
WORCESTER	\$128.25
AVERAGE	\$150.24

The entire tax of Fall River if divided among the children in the public schools would allow only \$133.50 to each one. Fall River was next to the last among the eight cities. New Bedford, Lawrence and Lowell were all far ahead.

**Total assessed valuation per unit of average membership in the public schools;
based on valuation April 1st, 1912, average school membership 1912-13**

SPRINGFIELD	\$10267
LAWRENCE	\$8665
NEW BEDFORD	\$8554
CAMBRIDGE	\$7599
LOWELL	\$7570
WORCESTER	\$7218
LYNN	\$7117
FALL RIVER	\$6662
AVERAGE	\$7956

The assessed value of all the property in the city amounted to only \$6662 for each child in the public schools. Fall River was far behind all other cities in this respect.

This shows where years of children's lives are wasted through failure to complete the school course.

NUMBER OF PUPILS GRADUATED FROM GRAMMAR SCHOOLS.

	*1906-7	1910-11	1911-12	1912-13	1913-14
Worcester	737	909	1194	1102	1165
Cambridge	718	831	872	788	979
Springfield	475	634	662	757	796
Lowell	444	490	508	509	627
Lynn	460	490	511	540	564
New Bedford	227	243	360	392	513
Lawrence	289	463	492	438	496
FALL RIVER	359	371	415	420	491

*First published in Report State Board of Education.

Proportion of the average membership of the elementary schools who received Grammar School Diplomas, June, 1914.

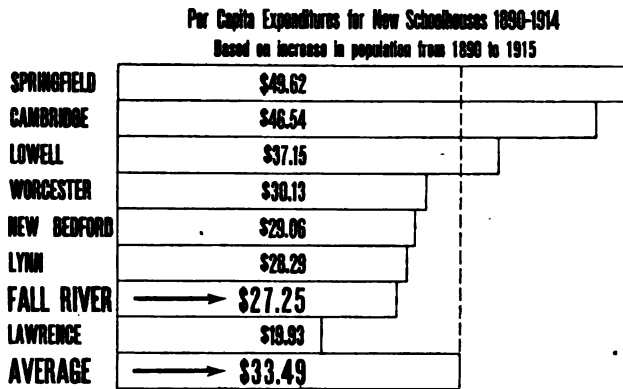
CAMBRIDGE	7.4%
LOWELL	6.2%
WORCESTER	6.9%
LAWRENCE	5.9%
SPRINGFIELD	5.8%
LYNN	5.3%
NEW BEDFORD	4.2%
FALL RIVER	3.7%
AVERAGE	5.6%

Of every hundred pupils in the elementary schools Fall River graduated only 3.7 per cent. No other city in Massachusetts has such a poor record.

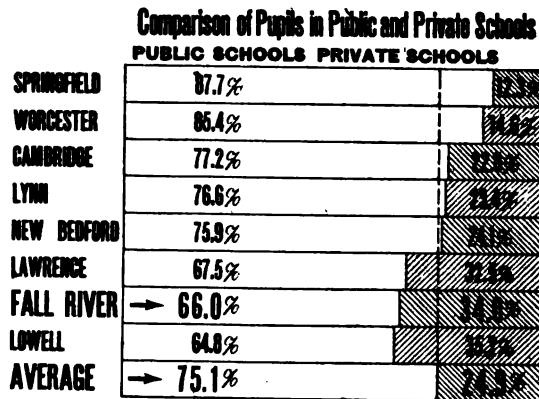
	25 years increase in population 1890-1915	EXPENDITURES FOR SCHOOLHOUSES			
		24 years 1890-1914	Rank	4 years 1910-1914	Rank
Worcester	78,042	\$2,351,480.48	2	540,536.47	4
New Bedford	68,835	2,000,651.53	3	983,505.30	1
Springfield	58,792	2,917,390.39	1	760,612.20	2
FALL RIVER	50,398	1,373,371.90	5	459,207.11	5
Lawrence	45,605	908,979.87	8	122,463.31	7
Lynn	40,076	1,124,075.95	6	588,318.15	3
Cambridge	38,794	1,805,792.49	4	184,002.18	6
Lowell	30,282	1,125,130.77	7	61,767.12	8

In the 24 years Springfield spent the greatest sum and Worcester was second. Fall River was only fifth. In the last 4 years New Bedford spent the most and Springfield was second. Again Fall River was only fifth, although the entire expense for the new Technical High School is included in the amount.

This shows that Fall River has not provided enough schools for its children.



For every person added to the population of the city in 25 years, Fall River spent only \$27.25 for new schoolhouses. Fall River ranks next to the lowest in this respect.



Of every hundred school children in Fall River only 66 are in the public schools; 34, more than one-third, are in private and parochial schools. Fall River ranks next to the lowest in the proportion of school children attending public schools. And those who do attend are not given enough room.

THE FUTURE.

Under the heading "Fifty Years of the Wrong Thing" have been set forth the mistakes of the past and the present. No one can intelligently consider plans for the future unless he knows that story. The immediate abolition of that accumulation of evils is the most urgent of present needs. No piecemeal plan is likely to accomplish much. Reorganization on a large scale is the only remedy likely to produce results.

This reorganization should include a separate room for every grade teacher, classes limited to forty-two pupils per room; and a number of smaller rooms throughout the city for special and ungraded classes.

There should be fewer separate schools. Several of the small schools now in use should be abandoned. Additions to present large buildings or larger new buildings should take the place of small overcrowded ones.

The cost of maintenance of the high schools is so heavy that cities throughout the country are welcoming changes in organization which will reduce or at least keep down this cost. Everywhere high school population is increasing steadily. This fact must be faced. The increase of six hundred pupils in our high schools in the past five years with the additional charges for the maintenance of

a new building have increased the annual expenditures in this department from about \$50,000 to almost \$100,000.

For some twenty years Worcester has maintained a preparatory high school course in the upper grammar grades. The same idea carried out in a broader way and giving wider opportunities to all pupils has been in vogue in other cities and is widely approved. As now carried out, the idea has given us the Junior High School or Intermediate school. These schools do the work of the upper grammar grades and of the first year of the high school course. They provide cooking and sewing rooms for the girls and manual work rooms for the boys in addition to the regular classrooms. They are less expensive to maintain than high schools. By cutting down the regular high school course to three years through the establishment of Junior High Schools, our two high schools could for a long time meet the needs of the city.

So many of the children of our city suffer from home neglect and poor home conditions that the need of more kindergartens is great and the demand is strong and insistent. A total of twenty kindergartens with a capacity of a thousand pupils is not too much in proportion to the number of children to be served.

FALL RIVER NEEDS

- 1o A room for every grade teacher.
- 2o Rooms for special and ungraded classes.
- 3o Rooms for a thousand kindergarten pupils.
- 4o New construction planned to increase size of schools and decrease number of buildings.

In making these changes

Fall River should plan for

- 5o Intermediate (Junior High) Schools; not less than four; one north, one east and two south of City Hall.

Respectfully submitted.

HECTOR L. BELISLE,

Superintendent of Schools.

B. M. C. Durfee High School.

GRADUATING EXERCISES

CLASS OF 1915.

TUESDAY, JUNE 22, 1915.

ORDER OF EXERCISES.

1. Overture, "Der Tambour der Garde," Titl

Orchestra

2. Chorus, "With Heart and Hand," Mendelssohn
3. Selection, "Echoes of the Metropolitan Opera," Bendix

Orchestra

4. Address.

HON. DAVID I. WALSH,
Governor of Massachusetts

5. Serenade, "Les Millions d'Arlequin," Drigo

Orchestra

6. Presentation of Diplomas.
7. Class Ode, Words by Robert A. Lawder

CLASS OF NINETEEN FIFTEEN.

CLASS ODE.

To the tune of "Songs Should Breathe."

I.

Now the parting time approaches,
Farewells tender we must say
To our school, that's still endearing
Us to her, through life's long day,
Soon our fortunes lead us onward
In the different paths of light,
But she still will be uplifting
Us, with motives high and right.

II.

Here we've studied, here we've labored,
Here we've formed a friendship strong,
Here we've sought to gain high merit
As we bravely toiled along,
Four short years we've worked together,
Now our High School days are gone.
And in future's broad'ning highway,
Parted, we must struggle on.

III.

Dear old Durfee, in your halls here
We have gained a knowledge true,
And our hearts are heavy laden
As we think of leaving you.
Now to each we breathe a blessing,
Now to all we bid adieu,
Classmates, teachers, Alma Mater,
Oft our thoughts will turn to you.
ROBERT A. LAWDER.

GRADUATES.

CLASS OF 1915.

Aylward, Jane Evelyn
Alpert, Maurice
Broderick, Mary Dolores
Burns, Julia Veronica
Butterworth, Joseph, Jr.
Cahill, Julia Pauline
Carragher, Anna Katherine
Carroll, Mildred Veronica
Casey, Leo Patrick
Chace, Marlon Ella
Chadwick, Gladys Stanley
Cheetham, Joseph William
Chew, Ruth Lyman
Chislow, Anna
Clemmey, Ann Cecilia
Coldwell, John Sharples
Colman, Blanche Virginia
Comey, Helen
Connell, Frances Madeline
Crossman, Dalton Packard
Crowther, Anastatia Catherine
Curry, Margaret Alice
Cuttle, Grace Louise
Dalley, James Henry Francis
Davis, Mildred Hazel
Delamater, Edgar Holmes
Dempsey, Ella Theresa
Douglas, Margaret Emily
Downey, Dorothy Louise
Durfee, Doris Anderson
Durfee, Inez Morrison
Earle, Milton E.
Fawcett, Doris Lee
Feeney, Cyril
Feinberg, Martin Carl
Fitton, Doris Elizabeth
Flynn, Margaret Irene

Madden, Lillian Frances
Mahoney, Francis Patrick
Manchester, Barbara
Michalopoulos, Nicholas Basilin
Milne, Margaret Lee
Murphy, Edward Vincent
Murphy, Grace Agnes
Nestor, James Henry
Noble, Anna Marie
O'Neill, Mary Frances
Place, Carrie Myrtle
Pollard, Marcella Lois
Quinn, Francis Joseph
Reardon, Vera Evangeline
Reynolds, Ruth Elizabeth
Rezneck, Samuel
Riley, Madeline Irvin
Roe, Mary Alice
Sanborn, Joseph Raymond
Shea, Anastacia Marion
Simon, Isador
Small, Norman Cook
Garneau, Benoit Wilfrid
Garvey, Anna Gertrude
Gifford, Doris Hall
Gifford, Hilda
Grush, Helen White
Hale, Daniel
Hallas, Maude Eveyln
Harrington, Dennis William
Herbert, Victor Albert
Hoar, Mary Louise Bernadette
Hobbs, Martha Elizabeth
Holland, Daniel Francis
Holmes, Charles Calvin
Honan, Laurette Catherine
Horan, Thomas B.
Horan, William Augustine
Joseph
Jones, Eloise Bower
Keefe, Madeline Cecilia
Kennedy, Gertrude Veronica
Kershaw, George Henry
Kidder, Ethel Warren

Kingberger, Mary Ellen
Lalanne, Rose Alida
Lawder, Robert Augustus
Lawrence, Dorothy
Lubinsky, George
Lynch, Catherine Cecilia
Lynch, Teresa Elizabeth
MacDonald, Julia Blake
McCreery, George William
McCreery, Gladys
McGrath, Mary
McNally, Mary Gertrude
Macomber, Marion Louise
Smith, Eileen Ursula
Smith, Jane Elizabeth
Sorel, Roland Edgar
Stafford, Irving Boynton
Sullivan, Florence Marie
Sullivan, Margaret Loretta
Sullivan, Mildred Josephine
Swindells, Alexander
Tallant, May Katherine
Trainor, Adelaide Claire
Walker, Elliot Freeman
Wallace, John William
Walmsley, Lena
Warner, Lois Auten
Whelan, Angela Elizabeth
White, Elizabeth Veronica
Wiseman, Monica Genevieve
Wood, Sarah Bliss
Zundel, Samuel Charles

The following have been neither absent nor tardy during their High School course of four years:

Marion E. Chace
Ruth L. Chew
Inez M. Durfee
George H. Kershaw
James H. Nestor
John W. Wallace
Lena Walmsley

Holders of Alumni Scholarships, 1915-1916.

The Mary B. Young Scholarship, \$200, to Raymond H. Dearden, 1914.

The John S. Brayton Scholarship, \$200, to John D. Coffey, 1913.

The James Madison Morton 3d. Scholarship, \$250, to Frank H. Gifford, 1912.

The Class of 1882 Scholarship to John Raymond Ramsbottom, 1913.

The Class of 1888 Scholarship, \$60, to Carrie M. Place, 1915.

Technical High School.

GRADUATING EXERCISES, FRIDAY, JUNE 25, 1915.

CLASS OF 1915.

PROGRAM.

1. OUVERTURE, Maritana - - - - - Wallace

ORCHESTRA

2. Chorus "June" - - - - - Schnecher

CLASS OF NINETEEN FIFTEEN

3. La Zingana - - - - - Bohm

ORCHESTRA

4. Address

IRA NELSON HOLLIS, A. M., D. Sc.
President Worcester Polytechnic Institute

5. Spanish Dance Nos. I and II - - - - - Moszkowsky

ORCHESTRA

6. Presentation of Diplomas

7. Ode - - - - - Words by Ruth Ellen Smith

CLASS OF NINETEEN FIFTEEN

Music by Shoob's Orchestra.

CLASS ODE

We've lingered in these halls of thine
And prospered day by day.
Oh, Mother, may the truths thou taught
Still guide us on our way.

Life's path before us ever spreads,
'Midst ways both gray and clear,
May Alma Mater give us strength
To strive and ne'er to fear.
To Alma Mater, let us sing

Dear Classmates, one and all,
With gladness may our voices ring,
When we her name recall.

RUTH ELLEN SMITH.

GRADUATES.

**CLASS OF 1915
TECHNICAL COURSE FOR BOYS**

Harold Elisha Bixby
Byron Albert Brayton
Edward Clyde Delano
Arthur Louis Duffy
Edward Joseph Farrell
Harold Franklin Gibling
William Edward Gotham
Warren Sidney Hathaway
Harrison Howland
Harold James Thomas Hughes
Wilford Pentelow Hunt
Frank Carlin Lynch
William James Murphy
Jeremiah Joseph O'Neill
Raymond Francis Powers
Henry Joseph Shea
Burton Franklin Simmons
Joseph Booth Smith
James Foster Stafford
Arthur Benjamin Studley
Joseph Thomas Sweeney
Louis Zions

TECHNICAL COURSE FOR GIRLS

Louise Marie Allen
Mabel Bruce Allardice
Evelyn Elizabeth Ashworth
Helen Boomer Brown
Neva Gardner
Alice Florence Goldberg
Bessie Irene Harrison
Goldie Helfanbeln
Esther Mildred Minkin
Marion Cecilia O'Hearn
Elizabeth Mildred Ostroff
Martha Robinson
Annie Coolidge Shove
Ruth Ellen Smith
Edith Abbie Thurston
Grace Pierce Tillson
Marion Wilcox

CLERICAL COURSE

Ida Marion Anderson
Florence Lord Arnold
Elizabeth Helena Best
Ernest Capstack
Irene May Carter
James Lawrence Connor
Mabel Cleverly Coolidge
Gladys Willard Durfee
Ruth Borden Eddy
Nellie Feldman
Lillian Mildred Fish
Alice Hildegard Hall
Esther Avery Holmes
Grace Hirst Kenworthy
Florence Marion Lincoln
Hilda Thurston Perry
Miriam Wesley Shovelton
Alida Gray Simmons
Lucy May Walker

BUSINESS COURSE

Harry Miner Briggs
Edward Creamer
Leo Howard Hawkins
Samuel Markelevich

The following pupils have been neither absent nor tardy during the High School Course:

Neva Gardner
Hilda Thurston Perry
Joseph Booth Smith

**GRADUATES OF THE B. M. C. DURFEE
HIGH SCHOOL.**

Of the Class of 1915

**WHO ENTERED COLLEGES, PROFESSIONAL
AND OTHER SCHOOLS.**

BATES COLLEGE.

Carrie Myrtle Place.

BOSTON UNIVERSITY.

**Victor Albert Hebert.
Nicholas Basilin Michalopoulos.
Alexander Swindells.**

BROWN UNIVERSITY.

**Maurice Alpert
Joseph Butterworth, Jr.
Daniel Hale
Robert Augustus Lawder
George Lubinsky.**

CATHOLIC UNIVERSITY.

Francis Joseph Quinn.

HARVARD UNIVERSITY.

**James H. F. Dailey
Daniel Francis Holland
Samuel Rezneck
Isador Simon**

HOLY CROSS COLLEGE.

**Dennis William Harrington
James Henry Nestor**

JEFFERSON MEDICAL COLLEGE.

George Henry Kershaw.

LAVAL COLLEGE

Benoit Wilfrid Garneau

PEMBROKE COLLEGE.

Madeline Cecillie Keefe.

RADCLIFFE COLLEGE

Ethel Warren Kidder

Marion Ella Chace

SMITH COLLEGE

Helen Comey

Margaret Emily Douglas

Doris Hall Gifford.

TUFTS COLLEGE

Samuel Charles Zundelt.

TUFTS PRE-MEDICAL SCHOOL.

Thomas B. Horan

William A. J. Horan

WELLESLEY COLLEGE.

Gladys McCreery.

WESLEYAN UNIVERSITY.

Edgar Holmes Delamater

VASSAR COLLEGE

Lois Anten Warner.

CONNECTICUT AGRICULTURAL COLLEGE.

Cyril Feeney.

MASSACHUSETTS AGRICULTURAL COLLEGE

Irving Boynton Stafford

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

John Sharples Coldwell
Margaret Alice Curry
George William McCreery.

MICHIGAN AGRICULTURAL COLLEGE.

Joseph William Cheetham
Milton E. Earle

RHODE ISLAND AGRICULTURAL COLLEGE.

Dalton Packard Crossman.

RHODE ISLAND SCHOOL OF DESIGN.

Edward Vincent Murphy.

WENTWORTH INSTITUTE

John William Wallace.

BRIDGEWATER NORMAL SCHOOL.

Mildred Veronica Carroll
Gladys Stanley Chadwick
Inez Morrison Durfee
Doris Elizabeth Fitton
Rose Alida Lalanne
Catherine Cecilia Lynch
Julia Blake MacDonald
Mary McGrath
Madeline Irvin Riley
Grace Agnes Murphy
Mary Frances O'Neill
Lena Walmsley
Angela Elizabeth Whelan.

FALL RIVER TRAINING SCHOOL

Julia Veronica Burns
Julia Pauline Cahill
Anna Katherine Carragher
Ann Cecilia Clemmey
Ella Theresa Dempsey
Dorothy Louise Downey
Anna Gertrude Garvey

FALL RIVER TRAINING SCHOOL (Continued)

Mary Louise Hoar
Lauretta Catherine Honan
Teresa Elizabeth Lynch
Lillian Frances Madden
Vera Evangeline Reardon
Ruth Elizabeth Reynolds
Eileen Ursula Smith
Florence Marie Sullivan
Margaret Loretta Sullivan
Mildred Josephine Sullivan
Adelaide Claire Trainor
Elizabeth Veronica White
Sarah Bliss Wood

HYANNIS NORMAL SCHOOL

Martha Elizabeth Hobbs
May Katherine Tallant
Anastacia Marion Shea
Monica Genevieve Wiseman

RHODE ISLAND NORMAL SCHOOL

Mary Gertrude McNally

TRAINING SCHOOL FOR NURSES

Anna Chislow
Doris Anderson Durfee

WESTFIELD NORMAL SCHOOL

Frances Madeline Connel
Anastatia Catherine Crowther
Grace Louise Cuttle
Margaret Irene Flynn

WHEELOCK'S KINDERGARTEN TRAINING SCHOOL

Blanche Virginia Colman
Hilda Gifford
Helen White Grush
Marcella Lois Pollard

WILLIMANTIC NORMAL SCHOOL

Mary Ellen Kingberger

BRADFORD ACADEMY

Doris Lee Fawcett.

BRADFORD DURFEE TEXTILE SCHOOL.

Elliot Freeman Walker.

PHILLIPS EXETER ACADEMY.

Charles Calvin Holmes.

GRADUATES OF THE TECHNICAL HIGH SCHOOL.

Of the Class of 1915.

WHO ENTERED COLLEGES, PROFESSIONAL
AND OTHER SCHOOLS.

BROWN UNIVERSITY.

Harold Gibling.

VERMONT UNIVERSITY.

Harold J. T. Hughes.

MASSACHUSETTS AGRICULTURAL COLLEGE.

Raymond F. Munroe.

PRATT INSTITUTE.

William E. P. Gotham.

SKIDMORE SCHOOL OF ARTS.

Annie C. Shove
Martha Robinson

WENTWORTH INSTITUTE.

Edward C. Delano
Raymond F. Powers
Henry J. Shea
Joseph T. Sweeney

WORCESTER POLYTECHNIC INSTITUTE.

Louis Zions.

WORCESTER NORMAL SCHOOL.

Hazel Grundy
Gladys Durfee

AMERICAN LOCOMOTIVE WORKS

Arthur B. Studley.

BRADFORD DURFEE TEXTILE SCHOOL.

Burton F. Simmons.

MARTHA WASHINGTON SEMINARY.

Evelyn Ashworth.

UNITED STATES TORPEDO STATION.

Arthur Louis Duffy.

FINANCES.

Report for the Year Ending December 31st, 1915.

GENERAL EXPENSE FUND.

For Day Schools.

INCOME.

Appropriation, Direct Taxation, ...	\$23,000.00
Receipts, ...	10,275.45
Transferred from Evening Schools, ...	748.59

\$34,024.44

EXPENDITURES.

For Advertising, Annual Report, School

Directory, ...	\$ 1,292.99
Books and Supplies, ...	26,092.42
Car Tickets, Travel, Carriage Hire, ...	660.76
Cooking Supplies, ...	485.25
Electric Power, ...	490.30
Express, Freight, Teaming, ...	581.68
Graduation, Incidentals, ...	553.90
Incidentals, (Ringling Chimes, Guns, Belts, etc.)	370.86
Rent of Armory and Janitor, ...	300.00
Rent of Chairs, ...	234.08
Rent of Room for School Purposes, ...	252.00
Stationery, Postage, P. O. Box, etc., ...	756.85
Telegrams and Telephones, ...	279.44
Truants, Board and Committing, ...	484.05
Typewriters and Repairs, ...	179.10
Binding Books, ...	1,010.66

\$34,024.44

SALARIES FUND.

INCOME.

Appropriation, Direct Taxation, ...	\$394,000.00
Appropriation, General Revenue, ...	68,000.00
Transferred to this Account from Evening Schools, ...	33.62

\$462,033.62

EXPENDITURES.

For Attendance Officers, ...	\$6,732.00
For Clerical Assistance, ...	3,125.66
Secretary, ...	1,000.00
Superintendent and Assistant, ...	5,900.00
Teachers, ...	444,194.96
Transportation, ...	1,081.00

\$462,033.62

EVENING SCHOOL FUND.

INCOME.

Appropriation, Direct Taxation, ...	\$18,000.00
Reimbursement from State, ...	671.63

\$18,671.63

EXPENDITURES.

For Advertising, ...	\$68.85
Books and Supplies, ...	1,515.85
Freight and Teaming, ...	5.04
Printing and Posting Notices, ...	180.55
Sewing Machines, ...	398.24
Teachers' Salaries, ...	15,195.7
Clerical Assistance, ...	136.85
Postage, ...	15.50
Travel (Use of Auto)	6.00

	17,522.63
Surplus, ...	1,149.00

\$18,671.63

B. M. C. DURFEE FUND.

Cash on hand, January 1, 1915, ...	\$2,307.94	
Receipts in 1915, ...	1,552.62	
		\$3,860.56
Expended to January 1st, 1916, ...	\$2,075.00	
Balance, January 1st, 1916, ...	1,785.56	
		\$3,860.56

SAMUEL WATSON FUND.

January 1st, 1915. Cash on hand, ...	\$77.53	
Receipts in 1915, ...	47.57	
		\$125.10
Expended in 1915, ...	\$20.00	
Balance, January 1st, 1916, ...	105.10	
		\$125.10

DAVIS PRIZE FUND.

Cash on hand, January 1st, 1915, ...	\$60.61	
Receipts in 1915, ...	65.84	
		\$126.45
Expended in 1915, ...	\$126.00	
Cash on hand, January 1st, 1916, ...	.45	
		\$126.45

JOHN B. DIMAN TRUST FUND.

School Year 1914-15.

INCOME.

Balance, January 1st, 1915, ...	\$1,921.72	
Interest, ...	18.80	
		\$1,940.52

EXPENDITURES.

Teacher's Salary, ...	\$1,260.00	
Janitor's Salary, ...	32.00	
Equipment and Supplies, ...	78.78	
Express and Freight, ...	7.02	
	\$1,377.80	
Balance paid to John B. Diman, in accord-		
ance with Trust Deed, ...	562.72	
		\$1,940.52

SUMMARY.

The following table shows the expenditures for school maintenance for the fiscal year ending December 31st, 1915 :

EXPENDED BY THE SCHOOL COMMITTEE.

Salaries, Day Schools, ...	\$462,033.62
General Expenses, Day Schools, ...	34,024.44
Salaries, Evening Schools, ...	15,195.75
General Expenses, Evening Schools, ...	2,326.88
	\$513,580.69

EXPENDED BY PUBLIC BUILDINGS DEPARTMENT.

Fuel, ...	\$17,617.29
Lighting, ...	2,848.39
Janitors' Supplies, ...	1,746.09
Janitors' Pay Roll, ...	59,746.36
Repairs on School Houses, ...	21,278.00
Furniture, ...	835.80
Miscellaneous, ...	4,706.94
	\$108,778.87

EXPENDED FROM SPECIAL FUNDS.

B. M. C. Durfee Fund, ...	\$2,075.00
Davis Prize Fund, ...	126.00
John B. Diman Fund, ...	1,377.80
Samuel Watson Fund, ...	20.00
	\$3,598.80
Total expended for all school purposes, ...	
	\$625,958.36

STATISTICS.

I. POPULATION.

National Census of 1910.....	119,295
State Census of 1915.....	124,791
Assessors' Estimate, April 1st, 1915.....	125,011
Number of persons five years of age or over, and under sixteen:	
Males, 12,857; Females, 13,320.....	26,177
(a) Five years of age or over, and under seven:	
Males, 2,396; Females, 2,438.....	4,831
(b) Seven years of age or over, and under fourteen:	
Males, 8,265; Females, 8,358.....	16,623
(c) Fourteen years of age or over, and under sixteen:	
Males, 2,196; Females, 2,524.....	4,720
Increase	1,463

II. SCHOOLHOUSES.

Number occupied. December, 1915.....	55
--------------------------------------	----

(a) ROOMS.

High Schools:		
Number of recitation rooms.....	54	
Number of laboratories.....	6	
Number of shops, industrial and commercial rooms	14	
Total number of rooms for instruction.....	—	74
Elementary Schools:		
Grammar classrooms.....	106	
Primary classrooms.....	224	
Special and ungraded rooms.....	22	
Suburban ungraded rooms.....	4	
Kindergarten rooms.....	*9	
Normal Training classrooms.....	**2	
Cooking rooms.....	2	
Vocational classrooms.....	1	
Classrooms unoccupied.....	1	
Total	—	371

(b) SITTINGS.

High Schools:		
In B. M. C. Durfee High School.....	833	
In Technical High School.....	718	
Total	—	1,551
Elementary Schools:		
In grammar schools.....	5,839	
In primary schools.....	11,571	
In special and ungraded rooms.....	571	
In suburban ungraded schools.....	161	
Total.....	—	18,142
Kindergartens:		
Total		430

*One rented.

**Section of hall counted as one room.

NORMAL TRAINING SCHOOL STATISTICS.

Number of pupil-teachers enrolled during year 1915.....	75
Number of pupil-teachers graduated in June, 1915.....	34
Number of pupil-teachers admitted in September, 1915.....	20
Number of pupil-teachers in senior class, December, 1915...	18
Number of pupil-teachers in junior class, December, 1915...	22
Number of half days substituting by pupil-teachers.....	478

HIGH SCHOOL FIRST YEAR CLASS.

1915-1916.

NUMBER OF NINTH GRADE PUPILS,

And

SCHOOLS FROM WHICH THEY CAME.

B. M. C. DURFEE. TECHNICAL. TOTAL.

Borden	7	23	30
Copicut	1	—	1
Davenport	20	19	39
Davis	18	14	32
Dominican Academy.....	—	3	3
Fowler	15	6	21
George B. Stone.....	6	5	11
Highland	34	13	47
John J. McDonough.....	13	7	20
Lincoln	18	15	33
N. B. Borden.....	21	6	27
North Fall River.....	1	—	1
Notre Dame.....	1	—	1
Sacred Heart.....	1	1	2
Samuel Watson.....	6	10	16
Slade	8	11	19
St. Ann's.....	1	1	2
St. Joseph's.....	5	—	5
St. Louis'.....	4	1	5
St. Mary's.....	14	5	19
St. Mathew's.....	2	—	2
St. Patrick's.....	4	2	6
Susan H. Wixon.....	16	8	24
Upper New Boston.....	1	—	1
Westall	39	18	57
William J. Wiley.....	4	9	13
William S. Greene.....	11	16	27
Transferred from other cities.	6	7	13
Previously admitted.....	14	2	16
Non-residents	11	33	44
Totals	302	235	537

STUDIES TAUGHT IN THE B. M. C. DURFEE
HIGH SCHOOL.

	First Year.		Second Year.		Third Year.		Fourth Year.		Totals.		
STUDIES.	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total.
English	132	170	80	130	58	104	55	80	325	484	809
Greek	0	0	14	2	7	3	8	0	29	5	34
Latin	124	124	52	60	25	43	15	28	216	255	471
German	32	0	71	33	36	28	40	22	179	83	262
French	3	57	19	59	58	81	45	57	125	254	379
Ancient History...	136	64	57	64	1	0	0	1	194	129	323
American History & Civil Gov.....	0	0	0	0	0	0	40	60	40	60	100
Algebra	131	164	2	1	54	35	0	0	187	200	387
Plane Geometry...	0	0	81	107	14	0	0	0	95	107	202
Solid Geometry....	0	0	0	0	0	0	21	0	21	0	21
Trigonometry	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0	0	0	24	7	28	0	52	7	59
Chemis'ry	0	0	0	0	8	26	15	3	23	29	52
Botany	0	2	0	100	0	6	0	2	0	110	110
Zoology	0	0	0	2	0	37	0	13	0	52	52
Astronomy	0	0	0	0	0	0	5	42	5	42	47
Geology	0	0	0	0	0	0	5	42	5	42	47
Physiography	0	0	0	0	1	67	2	1	3	68	71
Hygiene	4	107	0	3	0	3	0	3	4	116	120
Arithmetic	0	0	0	0	0	64	0	0	0	64	64
Algebra Reviews..	0	0	0	0	0	0	52	70	52	70	122
Geometry Reviews.	0	0	0	0	0	0	26	16	26	16	42
Ethics	132	170	80	130	58	104	55	80	325	484	809
Art	0	0	0	42	0	56	0	61	0	159	159
Music	132	170	0	0	0	0	55	80	187	250	437

STUDIES TAUGHT IN THE TECHNICAL HIGH SCHOOL.

STUDIES.	First Year.		Second Year.		Third Year.		Fourth Year.		Totals.		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
English	117	120	108	116	87	74	42	50	354	360	714
French	57	39	33	50	31	41	11	3	132	133	265
German	19	2	12	0	42	22	1	0	60	38	98
Spanish	15	3	12	2	8	0	0	0	35	5	40
Ancient History...	123	118	71	92	0	0	0	0	194	210	404
American History & Civil Gov't....	0	0	0	0	0	0	42	46	42	46	88
Com'l Geography..	0	0	0	0	52	50	0	0	52	50	102
Algebra	39	14	12	3	29	16	19	7	99	42	141
Arithmetic	26	100	0	22	0	0	0	1	26	123	149
Voc. Mathematics..	52	0	65	0	29	0	0	0	146	0	146
Plane Geometry...	0	0	22	22	27	18	6	0	55	40	95
Solid Geometry....	0	0	0	0	0	0	14	2	14	2	16
Physics	0	0	0	0	60	0	13	16	73	16	79
Chemistry	0	0	0	0	26	35	30	13	56	48	104
Biology	0	0	0	47	0	0	0	0	0	47	47
Hygiene	0	0	0	0	0	0	0	31	0	31	81
General Science...	38	46	0	0	0	0	0	0	38	46	84
Fine Arts.....	7	6	2	5	0	9	0	5	9	25	34
Woodworking	117	0	29	0	39	0	0	0	185	0	185
Electrical & Steam Engineering... ..	0	0	0	0	0	0	10	0	10	0	10
Mech'l Branches...	0	0	75	0	0	0	0	0	75	0	75
Mechanics, Heat & Electricity	0	0	0	0	0	0	20	0	20	0	20
M'hine Shop Work	0	0	35	0	58	0	5	0	98	0	98
Forging	0	0	56	0	0	0	16	0	72	0	72
Mecha'l Drawing..	89	0	68	0	50	0	16	0	223	0	223
Applied Design....	2	0	5	0	8	0	3	0	18	0	18
Printing	28	0	34	0	4	6	3	1	69	7	76
Salesmanship	0	0	0	0	16	0	5	0	21	0	21
Busin's Organizat'n	0	0	0	0	16	0	5	0	21	0	21
Commercial Corres- pondence	0	0	0	0	5	37	0	0	5	37	42
Penmanship	26	93	27	73	1	40	0	0	54	206	260
Bookkeeping	26	93	23	70	0	0	0	0	49	163	212
Stenography	12	84	13	61	3	34	7	18	35	197	232
Typewriting	14	86	14	66	36	39	14	21	78	212	290
Cooking	0	30	0	108	0	70	0	25	0	233	233
Sewing	0	120	0	116	0	74	0	33	0	243	243
Design	0	30	0	43	0	32	0	13	0	118	118
Economics	0	0	0	0	0	33	0	12	0	45	45

HIGH SCHOOL ENROLLMENT BY GRADES,

B. M. C. DURFEE HIGH SCHOOL.

School Year 1914-15. Sept. 1915—Jan. 1916.

Classification.	Boys	Girls	Total	Boys	Girls	Total
Ninth Grade.....	105	156	261	132	170	302
Tenth Grade.....	64	99	163	80	130	210
Eleventh Grade.....	71	84	155	58	104	162
Twelfth Grade.....	39	80	119	55	80	135
Graduates and Specials...	1	5	6	3	4	7
	280	424	704	328	488	816

TECHNICAL HIGH SCHOOL.

School Year 1914-15. Sept. 1915—Jan. 1916.

Classification.	Boys	Girls	Total	Boys	Girls	Total
Ninth Grade.....	150	160	310	115	120	235
Tenth Grade.....	107	94	201	115	116	231
Eleventh Grade.....	46	61	107	81	74	155
Twelfth Grade.....	29	35	64	41	47	88
Graduates and Specials..				8	3	11
...	332	350	682	360	360	720

TOTALS—BOTH HIGH SCHOOLS.

Ninth Grade.....	255	316	571	247	290	537
Tenth Grade.....	171	193	364	195	246	441
Eleventh Grade.....	68	115	183	96	127	223
Graduates and Specials...	1	5	6	11	7	18
Totals	612	774	1386	688	848	1536

AGES OF PUPILS BY GRADES.

HIGH SCHOOLS.

December, 1915.

YEARS	12	13	14	15	16	17	18	19	20	21	22	23	25	27	Total
GRADES															
IX. Boys	7	50	82	68	41	7	1	1		1	1				254
Girls	12	62	100	82	20	8									269
Totals	19	102	182	145	61	10	1	1		1	1				523
X. Boys	1	11	48	71	46	11	5								198
Girls		12	50	95	67	21	4								249
Totals	1	23	98	166	113	32	9								442
XI. Boys			4	26	56	38	12	8					1		140
Girls			6	36	82	33	9	2							168
Totals			10	62	138	71	21	5					1		308
XII. Boys					20	28	25	6	3	1					94
Girls					1	17	56	81	16	1	1				123
Totals					1	37	94	56	22	4	2			1	217
POST GRAD.															
Boys						3	3	3	1			1			11
Girls						1	3								4
Totals						4	6	3	1			1			15
TOTAL.															
Boys	8	61	124	160	163	97	46	13	4	2	1	1	1	1	692
Girls	12	64	156	214	186	114	47	18	1	1					813
Totals	20	125	280	374	349	211	93	31	5	3	1	1	1	1	1505

AVERAGE AGES—SEPT. 1915.

	Ninth Grade	Twelfth Grade
B. M. C. Durfee High School.....	14 Y. 7 M.	17 Y. 7 M.
Technical High School.....	14 Y. 5 M.	17 Y. 7 M.

NON-RESIDENT PUPILS.

Sept. 1914—June 1915 Sept. 1915—Jan. 1916.

B. M. C. Durfee High School.....	53	51
Technical High School.....	36	104
	<u>139</u>	<u>155</u>

GRAMMAR SCHOOLS.

AVERAGE AGE OF GRADUATING CLASS, JUNE, 1915.

	No. of Graduates.	Average Age.
Borden	32	14 Y. 8 M.
Copicut	1	15 Y. 6 M.
Davenport	43	14 Y. 9 M.
Davis	49	14 Y. 6 M.
Fowler	29	14 Y. 11 M.
George B. Stone.....	23	15 Y. 5 M.
Highland	49	14 Y. 9 M.
John J. McDonough.....	27	14 Y. 10 M.
Lincoln	43	15 Y. 7 M.
Nathaniel B. Borden.....	32	14 Y. 11 M.
North Fall River.....	1	12 Y. 6 M.
Samuel Watson.....	38	14 Y. 11 M.
Slade	30	15 Y.
Susan H. Wixon.....	35	14 Y. 11 M.
Upper New Boston.....	2	15 Y.
Westall	58	14 Y. 6 M.
William J. Wiley.....	14	14 Y. 6 M.
William S. Greene.....	36	15 Y.
	537	14 Y 11 M.

SIGHT AND HEARING TESTS.

	No. of pupils examined.	No. found defec- tive in sight	No. found defec- tive in hearing.
1908	14,452	2,256 or 17.5%	477 or 3.3%
1909	15,371	2,209 or 14.4%	442 or 2.9%
1910	14,782	2,291 or 15.5%	395 or 2.9%
1911	14,523	2,164 or 14.3%	323 or 2.2%
1912	14,340	2,230 or 15.5%	289 or 2%
1913	14,654	2,063 or 14.1%	301 or 2.1%
1914	15,339	1,926 or 12.6%	291 or 1.5%
1915	16,047	1,858 or 11.5%	261 or 1.6%

ELEMENTARY SCHOOLS.

AGES OF PUPILS BY GRADES.

Totals																	No. Pupils Over Age.	
Years	5	6	7	8	9	10	11	12	13	14	15	16	17	19	24			
GRADES.																		
I. Boys	564	453	219	92	38	27	9	4	2							1408	172	
Girls	588	342	200	86	35	16	11	7	2	1						1288	158	
Totals	1152	795	419	178	73	43	20	11	4	1						2696	330	
II. Boys	16	311	316	205	117	41	31	9	4							1060	202	
Girls	24	346	319	200	101	42	40	14	6			2				1094	205	
Totals	40	657	635	405	218	83	71	23	10			2				2144	407	
III. Boys		17	265	301	222	143	84	62	28	6		2				1130	325	
Girls		16	272	279	205	140	91	62	35	10						1110	338	
Totals		33	537	580	427	283	175	124	63	16		2				2240	663	
IV. Boys			22	190	300	255	187	165	107	35		5				1266	499	
Girls			18	198	244	217	180	155	107	26		1				1146	469	
Totals			40	388	544	472	367	320	214	61		6				2412	968	
V. Boys			1	7	90	191	182	221	206	44		3	2			947	476	
Girls				18	107	230	195	196	163	34		7				952	402	
Totals			1	25	197	421	377	419	369	78		10	2			1899	878	
VI. Boys					10	75	188	224	153	53		14	2			609	222	
Girls				2	9	88	175	185	143	46		6				654	195	
Totals				2	19	163	313	409	296	99		20	2			1323	417	
VII. Boys					1	1	48	100	166	78		22	3	1		465	89	
Girls					8	8	68	139	162	50		14	1	1		446	66	
Totals					4	9	116	299	328	113		36	4	2		911	155	
VIII. Boys							6	46	85	98		38	8	1		282	47	
Girls							7	41	122	90		38	4	2		304	44	
Totals							13	87	207	188		76	12	3		586	91	
Total	Boys	580	781	823	736	778	733	685	891	751	299		84	15	2	7217	2032	
	Girls	612	704	809	783	704	741	767	801	740	257		68	5	3	6994	1877	
	Totals	1192	1485	1632	1519	1482	1474	1452	1692	1491	556		152	20	5	14211	3909	
Spec.	Boys		1	3	9	5	12	37	58	49		19	2		1	197		
	Girls		1	1	2	3	6	28	61	32		12	2			148		
	Totals		2	4	11	8	18	65	119	81		31	4		1	345		
GRAND TOTAL																		
	Boys	580	781	824	798	787	738	697	928	809	348		108	17	2	1	7414	
	Girls	612	704	810	784	706	744	773	829	801	289		80	7	3		7142	
	Totals	1192	1485	1634	1582	1493	1482	1470	1757	1610	637		183	24	5	1	14556	

SPECIAL (Subnormal) CLASSES.

SCHOOL YEAR 1914-15.

4 Rooms.

	Boys	Girls	Total
Total number enrolled.....	58	14	72
New cases during school.....	22	4	26
Ages of pupils enrolled..... 7 yrs.....	2	0	3
8 ".....	8	1	9
9 ".....	8	2	10
10 ".....	4	2	6
11 ".....	6	2	8
12 ".....	11	4	15
13 ".....	7	3	10
14 ".....	6	0	6
15 ".....	5	0	5
Number who obtained working certificates...	4	0	4
Number who reached 4th grade standard but did not apply for working certificate.....	4	1	5
Number who did not learn to read or write...	3	1	4
Number who learned to read but could not learn to write.....	5	2	7
Number sent from these classes to institution	3	1	4
Number recommended to institutions but not sent....	5	3	8
Number returned to grade as result of clinic and observation.....	9	2	11
Number who have left city.....	7	0	7

REPORT OF THE EVENING SCHOOLS.

ADVANCED AND SPECIAL CLASSES.

For the Term Beginning Nov. 2, 1914, and Ending March 4, 1915.

Advanced and Special Schools.	Whole No. of Pupils Enrolled		Totals	Average Attendance	No. of Teachers at Beginning of Term	No. of Teachers at End of Term	No. of Day School Teachers
	M.	F.					
Technical High School Academic Branches	304	245	549	433	26	19	19
Arch. and Mech. Drawing	15		15	12	1	1	1
Freehand Drawing	17	74	91	17	3	2	2
Woodworking	28		28	21	1	1	1
Total	364	319	683	483	31	23	23
Civil Service Class (N. B. Borden)	140	31	171	76	12	6	7
Sewing: Border City		23	23	16	2	1	
Davis		41	41	23	2	2	1
John J. McDonough		80	80	70	7	7	2
Samuel Watson		89	89	36	9	5	6
Susan H. Wixon		25	25	18	2	2	2
Technical High		164	164	91	9	9	2
Total		422	422	254	31	26	13
Cooking: John J. McDonough		50	50	22	3	2	1
Technical High		93	93	24	2	2	2
Total		143	143	46	5	4	3
Totals	504	915	1419	859	79	59	46

REPORT OF THE ELEMENTARY EVENING SCHOOLS.

For the Term Beginning Nov. 2, 1914, and Ending March 4, 1915.

SCHOOLS	Whole No. of Pupils Enrolled		Totals	Average Attendance	No. of Illiterates Enrolled	No. of Teachers at Beginning of Term	No. of Teachers at End of Term	No. of Day School Teachers	No. of Rooms Used
	M.	F.							
Border City	98	45	138	70	76	6	5	4	3
Chace	64	50	114	73	78	8	5	7	2
Davis	142	98	235	133	115	13	10	12	6
John J. McDonough	243	186	429	265	222	23	18	17	10
Lincoln	269	140	409	254	199	20	16	15	9
Lindsey Street	108	47	155	102	71	7	6	5	3
Mount Hope Avenue	77	21	98	49	44	4	4	4	2
N. B. Borden	45	6	51	19	12	2	2	2	1
Samuel Watson	193	95	288	166	137	17	14	12	8
Slade	207	74	281	122	100	13	8	11	6
Susan H. Wixon	145	62	207	123	65	12	9	10	5
Tucker Street	57	44	101	62	48	5	5	3	2
TOTALS	1643	863	2506	1438	1167	130	102	102	57

INDEPENDENT EVENING INDUSTRIAL SCHOOL

November, 1914 to March, 1915.

CLASSES FOR WOMEN,

Operated under Chapter 106, Acts of 1912.

Whole Number of Pupils Enrolled.....	340
Withdrew during year.....	28
Membership at Close of Year.....	312
Average Membership.....	291
Average Attendance.....	281
Percent of Attendance.....	96
Number of Classes.....	11
Average Attendance Per Class.....	25
Day School Teachers.....	14
Trade Teachers.....	14
*Total Number of Teachers.....	28

CLASSES FOR MEN,

Operated under Chapter 471, Acts of 1911.

Whole Number of Pupils Enrolled.....	49
Withdrew during the year.....	8
Membership at Close of Year.....	41
Average Membership.....	43
Average Attendance.....	34
Percent of Attendance.....	79
Number of Classes.....	4
Average Attendance Per Class.....	8
Day School Teachers.....	1
Trade Teachers.....	3
Total Number of Teachers.....	4

*Three head teachers or supervisors included.

REPORT OF ATTENDANCE OFFICERS.

FROM SEPT. 1914 TO JUNE 1915.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
No. of investigations with blanks	317	457	320	357	380	483	616	422	596	343	4294
No. of investigations without blanks	160	170	122	123	203	199	239	164	150	148	1678
No. of transfers investigated	567	403	134	174	190	155	252	153	158	108	2294
No. of contagious disease investigated	33	52	72	109	106	147	99	66	46	42	772
No. of investigations of evening school pupils			32	46	106	72	15				271
No. of children taken in belonging to public schools	27	24	15	24	27	27	30	21	29	21	245
No. of children taken in belonging to parochial schools	1	3	2	6	5		15	15	11	2	60
No. of visits to parochial schools	42	54	37	25	38	38	50	43	42	33	402
No. of truants before court	1	1	6	5	3		4	4	4	5	33
No. of truants committed to Union Training School		1					1	1		1	4
No. of mills, shops and stores investigated	3		9	8	18	22	23	60	57	36	236
No. of children out of school on account of contagious diseases	111	62	170	209	162	240	209	119	81	71	1434

LINDSEY DISTRICT													
1-6	7	8	9	10	11	12	13	14	15	16	17	18	19
Lower New Boston.....	1-6	36	28	64	54	19,272	80	19	11	1	11	2	1
Mt. Hope Avenue.....	1-8	117	115	232	197	65,000	90	811	137	2	11	4	3
Osborn Street.....	1-6	138	126	264	276	94,224	96	302	247	1	46	8	7
Pine Street.....	1-8	142	135	277	250	86,586	94	1,301	290	6	29	6	7
Pleasant Street.....	1-8	82	41	73	63	22,439	93	75	17		3	4	2
Robeson.....	1-4	321	280	601	525	176,988	91	585	235	26	8	13	17
Ruggles.....	1-8	127	131	258	218	74,099	92	1,311	250	13	21	8	9
Samuel Longfellow.....	1-8	188	156	344	346	119,614	93	922	67	39	23	8	14
Sleep Brook.....	1-4	30	23	43	41	14,667	94	90	90	7	7	2	2
Tucker Street.....	1-4	104	130	234	203	64,532	85	252	106	5	20	4	8
William Connell.....	1-4	175	151	336	289	101,757	94	335	265	8	16	8	9
SUBURBAN													
Copicut.....	1-8	7	7	14	9	2,898	90				1	1	1
North Fall River.....	1-8	7	11	18	16	5,283	93	90	32			2	1
Upper New Boston.....	1-8	17	11	28	22	7,418	89	32	28	1	14	1	2
Watuppa.....	1-8	7	18	25	25	8,197	88	41	5			1	1
KINDERGARTENS													
Bedford Street.....		44	35	79	46	6,736	80	299				1	2
Border City.....		29	27	56	39	5,943	83	103	9				2
John J. McDonough.....		25	41	66	43	7,129	80	63					2
Pleasant Street.....		30	36	66	32	6,124	72	17					2
Susan H. Wilcox.....		30	32	62	49	6,933	80	103	8				2
William J. Wiley.....		18	30	48	32	4,647	79	49					2
William S. Greene.....		22	33	55	45	6,466	81	46					2
TOTAL													
		8,584	8,451	17,035	15,245	5,222,224	90	25,710	14,327	406	777	6	563

RESIGNATIONS, 1915.

Name	Date of Resignation	Date of Appointment	Years of Service
Marilla L. Bogle	March 2	Unassigned	1½
Mary T. Burns	April 6	June, 1906	9
Mary E. V. Connors	May 4	June, 1910	5
Lena M. Davis	June 1	June, 1909	6
Lena P. Abbe	June 1	August, 1908	7
Mary F. Gallagher	June 17	August, 1913	2
Edna T. Wilson	July 6	August, 1913	2
Mary C. O'Brien	July 6	1905	8
Eva F. Hale	July 6	June, 1910	5
Katherine B. Lyons	September 3	September, 1914	1
Inez McCaffrey	September 3	August, 1913	2
Cora A. McGowan	September 3	June, 1910	5
Mary A. Slade	September 3	September, 1910	5
Marion Enwright	September 24	Unassigned	3
Clara S. Fiske	September 24	August, 1913	2
Rebecca A. Gifford	October 18	June, 1905	10
Ethel M. Simpson	November 2	June, 1906	9
M. Katherine Collins	December 7	June, 1915	4 Mos.
Mabel Ferguson	December 28	June, 1911	4

TEACHERS APPOINTED IN 1915.

M. Evelyn Wheeler,	Eastern Avenue	February 2
Gertrude Mulveny	James M. Aldrich	February 2
Helen E. McWilliam,		
Special	James M. Aldrich	February 2
Romaine B. Harris, Special,	N. B. Borden	March 2
Grace C. Moore, Special	Susan H. Wixon	March 2
Ellen B. C. Dolan	Davenport	March 2
Theresa A. Coyle, Special	Davol	April 6
Mary I. Dillon	Slade	April 6
Ruth F. Crowther	Ferry Lane	May 4
Arthur L. McGrath	B. M. C. Durfee High	June 1
Clara L. Coman	Technical High	June 1
Stella M. Smith	B. M. C. Durfee High	June 1
Helen McK. Swift	B. M. C. Durfee High	June 1
James L. Cummings	Technical High	June 1
Julia W. Sullivan	Technical High	June 1
M. Katherine Collins	B. M. C. Durfee High	June 17
John N. Indlekofer	Technical High	June 17
W. Henry Miller	Henry Lord	June 17
Mary E. Sheahan	George B. Stone	June 17
Mary B. Galvin	B. M. C. Durfee High	July 6
Maude B. Randall	Technical High	July 6
Helen FitzGerald	B. M. C. Durfee High	July 6
Florence L. Durfee	Henry Lord	July 13
Judith F. Farrell	Henry Lord	July 13
Alida F. Hart	Henry Lord	July 13
Grace M. Hanrahan	Henry Lord	July 13
Helena C. Brady	Henry Lord	July 13
Olga T. Connolly	George B. Stone	July 13
Charlotte E. Roe	Samuel Watson	July 13
Anna E. F. Murphy	Davis	July 13
Teresa A. Bolen	Fowler	July 13
Alice L. Oldring	Robeson	July 13
Mary C. Reardon	Samuel Longfellow	July 13

Eunice M. Twigg	Henry Lord (Cooking)	July 13
Sadie V. Homer	Susan H. Wixon	September 3
Mary E. Cooney	James M. Aldrich	September 3
Esther J. Murphy	Robeson	September 3
Edith M. Kidd	Davenport	September 3
Margaret F. Gorman	J. J. McDonough	September 3
Marion G. Shove	Border City	September 3
Agnes H. Coyle	Pleasant Street	September 3
Gregory B. McFaul	Technical High	September 3
George E. Caswell	Diman Continuation	September 3
Alice E. Wyman	Technical High	September 7
Agnes K. McNerney	Buffinton Street	September 24
Alice T. Abbe	Technical High	September 24
Grace B. Gardner, (Sub.)	B. M. C. Durfee High	September 24
Isabelle Jones	Highland	October 5
Mary A. Sullivan	Buffinton Street	October 5
Winifred A. Palmer	Technical High	October 5
Florence Wilmarth	Henry Lord Kindergarten	October 5
Loretta A. O'Neil	Samuel Watson	November 2
Julia E. Sullivan	William Connell	December 7
Anna T. Harrington	Slade	December 7

ON LEAVE OF ABSENCE.

Rebecca Cook	Della M. Manchester
Alice B. Damon	Louise A. Manning
Caroline L. Gee	Gertrude A. McElvie
Julia E. Harrington	Agnes G. McNally
Rachel Jones	Margaret E. G. Morriss
Marion E. Jordan	Lenora A. Read
Annie F. Leary	Annie M. Smith
Helen B. Stirling	

CALENDAR.

School Year 1915-1916.

FIRST TERM.

Sept. 8th, 1915 to Feb. 5, 1916.

Holidays: October 12th, 1915.

Thanksgiving recess, November 25th and 26th.

Christmas recess, December 20th to 31st inclusive.

SECOND TERM.

February 7th, 1916 to June 30, 1916.

Holidays: February 22nd, April 19th, May 30th.

Spring recess: April 19th to 30th inclusive.

IN MEMORIAM.

EVELYN H. GRINNELL.

Assistant teacher in the elementary schools two years.

Died October 25, 1915, at the
age of 23 years.

ELLEN M. MacDONALD.

Unassigned teacher in first year of service.

Died December 19, 1915, at the
age of 19 years.

Organization of the Schools.

DECEMBER, 1915.

NORMAL TRAINING SCHOOL.

William S. Greene School Building.

Grammar and Primary; 10 Rooms and Hall.

Cambridge Street, Corner Lapham Street.

Anna W. Braley, Principal.

Ruth Negus, Vice-Principal.

Winifred F. Chase, Instructor.

Mabel L. Stuart, Instructor.

Grade.

Cecilia M. Doran, Principal's Assistant.....	VIII.
Emily L. Clegg.....	VII.
Margaret M. Clarkson.....	VI.
Lottie W. Wainwright.....	V.
Gertrude M. Hurley.....	IV.
Maude L. Sampson.....	III.
Delia I. Hassett.....	II.
Leonora A. Donovan.....	I.

KINDERGARTEN.

Maude E. Buffinton, Principal.

Florence M. Kennedy, Assistant.

B. M. C. DURFEE HIGH SCHOOL.

Rock Street, Between Cherry and Locust Streets.

Frederick W. Plummer.....	Principal
Willard H. Poole, Vice-Principal.....	Physics, Chemistry

George F. Pope.....	Mathematics
Hannah R. Davis.....	English
Emily E. Winward.....	French
Gertrude M. Baker.....	English
Harriet A. M. Smith.....	French
Asa E. Goddard.....	Astronomy, Geology, Mathematics
Harriet T. Marvell.....	Physiography, Hygiene
Eunice A. Lyman.....	History
Susan W. Stevens.....	German, Mathematics
Robert R. Goff.....	Mathematics
John S. Burley.....	English
Alice B. Damon.....	Botany, Zoology
Helen H. Irons.....	French
Florence E. Locke.....	German
David Y. Comstock.....	Latin
Ralph M. Small.....	Latin
William D. Morrison.....	Mathematics
Alice G. Langford.....	Latin, History
Ernest Cobb.....	English
Clinton B. Wilbur.....	Greek, Latin
Anna G. McCarty.....	History
Marie Dubuque.....	English
Frances Blake.....	Chemistry
William S. Guptill.....	Physics
John L. O'Gorman.....	History
Arthur L. McGrath.....	English
Stella M. Smith.....	Botany, Zoology, Hygiene
Helen McK. Swift.....	English
Mary B. Galvin.....	Latin
Helen M. Fitzgerald.....	German
Grace B. Gardner.....	Substitute, Biology
Samuel N. F. Sanford.....	Librarian
Lauretta L. Butler.....	Asst. Librarian

TECHNICAL HIGH SCHOOL.

June Street, Corner of Locust Street.

William H. Dooley.....	Principal
Alice T. Abbe.....	Physics, Science
Ormon E. Bassett.....	Mathematics
Laura B. Batt.....	Biology, Hygiene, Science
Henry C. R. Breault.....	Conversational French
Joseph O. Carroll.....	Physics, Chemistry
Clara L. Coman.....	Stenography
Mary B. Connors.....	Sewing
George F. Coyle.....	Printing
James L. Cummings.....	History, Commercial Arithmetic
William A. Dolan, Jr.....	Forging, Gas Engineering
William H. Dooling.....	Vocational Mathematics
J. Edward Goss.....	Mechanical Drawing
E. Grace Hartman.....	Needlework
John N. Indlekofer.....	History, Mathematics
Marion Keeler.....	Household, Cooking, Chemistry
Louise C. Laporte.....	French
Florence Leighton.....	Mathematics
Gregory B. McFaul.....	Bookkeeping, English
Rose E. McHale.....	Typewriting
Alice Meehan.....	Designing
Winifred A. Palmer.....	English
Mabel D. Pettengill.....	Economics, Cooking, Sewing
Alexander L. Quinn.....	Spanish, Salesmanship
Maude B. Randall.....	German
Irene M. Sherry.....	Typewriting
Herbert M. C. Skinner.....	Mechanical Branches
Mary C. Smith.....	English, History
Maude Ide Streeter.....	Fine Arts
Daniel J. Sullivan Jr.....	Machine Shop Dept.
Julia W. Sullivan.....	French, English
Gertrude H. Theobald.....	English
Blanche A. Verder.....	History

Joseph A. Wallace.....	English
Urban A. Wallace.....	Woodworking
James Wallis.....	Stenography
Mary H. Warren.....	History
L. Stanford Willis.....	Commercial Subjects
Lawrence Winder.....	Electricity
William J. Woods.....	Mechanical Drawing
Alice E. Wyman.....	English
Mary E. Wilcox.....	Secretary

BEDFORD STREET KINDERGARTEN.

Bedford Street, Cor. Ford Street, Loom Fixers' Building.

Frances S. Buck, Principal.

Bessie F. Brownell, Assistant.

BORDEN SCHOOL.

Grammar and Primary; 12 Rooms.

Rock Street, Between Brownell Street and President Avenue.

Grade.

Charles E. Reed, Principal.....	
Anna E. Shay, Principal's Assistant.....	VIII.
Eliza E. Keeher.....	VII.
Mary J. Bean.....	VI.
Jessie L. Foster.....	VI.
Catherine Kerrigan.....	VI.
Jennie A. Weathern.....	VI.
Ella LeBeau.....	V.
Isabel Ashley.....	V.
Lydia M. Smith.....	V.
Ida A. LeBoeuf.....	V.
Sarah H. French.....	IV.
Mary V. McCarthy.....	IV.

ANNUAL SCHOOL REPORT

BORDER CITY SCHOOL.

Primary; 7 Rooms.

North Main Street, Near Marler Street.

	Grade.
Sarah M. Hambly, Principal.....	IV.
Catharina A. Silvia, Principal's Assistant.....	IV.
Julia S. Lothrop.....	IV.
Ruth E. Brown.....	III.
Rosa M. Dowd.....	II.
Bessie B. Harrison.....	I.
Annie E. Malady.....	Special-English Class

KINDERGARTEN.

Elizabeth S. Remington, Principal.

Marion G. Shove, Assistant.

BOWEN STREET SCHOOL.

Primary; 2 Rooms.

Bowen Street, Between Globe and Slade Streets.

	Grade.
Amy A. Chace, Principal.....	IV. III.
Loretta F. Kennedy.....	II. I.

BRAYTON AVENUE SCHOOL.

Primary; 8 Rooms and Hall.

Brayton Avenue, Between Baker and Smith Streets.

	Grade.
Lottie V. Grush, Principal.....	
Ellen F. Dillon, Principal's Assistant.....	VI.
Minnie F. Colbert.....	VI., V.

Lillian L. Harvey.....	V.
Evelyn V. Lenehan.....	IV.
Alice G. Stanton.....	IV.
Elizabeth V. Coyle.....	III.
May M. Coffey.....	II.
Bertha M. Damon.....	I.

BROADWAY SCHOOL.

Primary; 4 Rooms.

Division Street, Corner of Broadway.

	Grade.
Emma J. Enwright, Principal.....	IV.
Mary G. Moran.....	III.
Elizabeth B. M. Fahey.....	II.
Elsie F. Stuart.....	I.

BROWN SCHOOL.

Primary; 6 Rooms.

Bedford Street, Opposite Varley Street.

	Grade.
Frances O. Grinnell, Principal.....	
Katherine Scanlan, Principal's Assistant.....	V.
Genevieve B. McKenna.....	IV.
Anna F. O'Neill.....	IV.
Margaret C. Murphy.....	III.
Ada B. Skelton.....	II.
Cassie L. Gold.....	I.

BROWNELL STREET SCHOOL.

Primary; 4 Rooms.

Brownell Street, Corner of Rock Street.

	Grade.
Susan P. Collins, Principal.....	IV.

Elizabeth C. Pinneran.....	III.
Margaret L. Dunn.....	II.
Grace B. Dearden.....	I.

BUFFINTON STREET SCHOOL.

Primary; 4 Rooms.

Buffinton Street, Corner of Terrace Street.

	Grade.
Annie G. Sullivan, Principal.....	III.
Kate A. Callahan.....	II.
Mary A. Sullivan.....	II., I.
Mary V. Myles.....	I.

CAMBRIDGE STREET SCHOOL.

Primary; 4 Rooms.

Cambridge Street, Corner Stafford Road.

	Grade.
Julia V. Brennan, Principal.....	IV.
Jennie E. Freeborn.....	III.
Annie L. Kelley.....	II.
Iva L. Brightman.....	I.

CHACE SCHOOL.

Primary; 4 Rooms.

Rodman Street, Between Warren and Somerset Streets.

	Grade.
Luella J. Manchester, Principal.....	III.
Rose C. Garity.....	II.
Helena M. Murphy.....	I.
Mary N. Curran.....	I.

COLUMBIA STREET SCHOOL.

Primary; 4 Rooms.

Columbia Street, Corner of Fountain Street.

	Grade.
Mary A. Tower, Principal.....	III.
Mary A. Keyes.....	II.
Rosella G. Moran.....	II., I.
Annie C. Tracy.....	I.

COPICUT SCHOOL.

Suburban; Ungraded; 1 Room.

Copicut Road, near Yellow Hill Road.

Frederick S. Brownell, Principal.

COUGHLIN SCHOOL.

Primary; 8 Rooms.

Pleasant Street, Opposite Swindells Street.

	Grade.
Isabel J. Fraser, Principal.....	
Alice A. Walsh, Principal's Assistant.....	V.
Margaret E. Taylor.....	IV.
Helen L. Thomas.....	V., IV.
Mary M. Babcock.....	III.
Eva M. King.....	II.
Florence M. Crapo.....	I.
Alice F. Wild.....	I.
Romaine B. Harris.....	Special-English Class.

COVEL STREET SCHOOL.**Primary; 4 Rooms.****Covel Street, Corner of Donnelly Street.**

	Grade.
Julia A. Lynch, Principal.....	IV.
Emma C. Quinn.....	III.
Harriet A. Bowen.....	II.
Flora E. Mosher.....	I.

DANFORTH STREET SCHOOL.**Primary; 4 Rooms.****Danforth Street, Between Walnut and Locust Streets.**

	Grade.
Isabel L. Connell, Principal.....	IV.
Barbara G. Thompson.....	III.
Elizabeth C. Sullivan.....	II.
Emma C. Shay.....	I.

DAVENPORT SCHOOL.**Grammar and Primary; 18 Rooms.****Branch Street, Between Fourth and Fifth Streets.**

	Grade.
Charles J. McCreery, Principal.....	
Lizzie Bowers, Principal's Assistant.....	VIII.
Katherine L. McDonough.....	VIII.
Annie F. Grinnell.....	VII.
Melissa J. Macomber.....	VII.
Catherine A. Barrington.....	VI.
Elizabeth J. Leary.....	VI.
Mary J. Quinn.....	VI., V.
Elizabeth G. McDermott.....	V.
Sadie L. Kerrigan.....	V.

Ellen B. C. Dolan.....	V.
Elleen F. Quirk.....	IV.
Mary G. Dunn.....	IV.
Margaret A. Flanagan.....	III.
Gertrude M. Sullivan.....	II., III.
Ada R. Hambly.....	II.
Ada E. Ochamphugh.....	I.
Anna A. Cummings.....	I.

KINDERGARTEN.

Elsie G. Leeming, Principal.

Edith M. Kidd, Assistant.

DAVIS SCHOOL.

Grammar and Primary; 12 Rooms.

Quequechan Street, Between County and Pleasant Streets.

	Grade.
Norman S. Easton, Principal.....	
Alice D. Almy, Principal's Assistant.....	VIII.
Margaret I. Connell.....	VII.
Elizabeth G. O'Neil.....	VII.
Lucy S. Macomber	VII.
Harriet A. Palmer.....	VI.
Adelaide S. Warfield.....	VI.
Helen V. Shay.....	VI.
Mary Lee.....	VI.
Anna E. F. Murphy.....	V.
Bertha E. Williston.....	IV.
Mary F. Garity.....	III., II.
Annie M. Kennedy.....	I.

DAVOL SCHOOL.**Primary; 8 Rooms.****Flint Street, Between Canonicus and Pleasant Streets.**

	Grade.
Katharine M. E. Hurley, Principal.....	
Maud A. Mathews, Principal's Assistant.....	V.
Mabel H. Little.....	IV.
Anna G. Murphy.....	IV., III.
Martha R. Phillips.....	III.
Elia L. Dodge.....	II.
Carrie B. Dinehart.....	II., I.
Heien V. Hurley.....	I.
Theresa A. Coyle.....	Special-English Class.

EASTERN AVENUE SCHOOL.**Primary; 4 Rooms.****Eastern Avenue, Between Barre and Gagnon Streets.**

	Grade.
Margaret J. Thompson, Principal.....	IV.
Sarah M. Manchester.....	III.
M. Evelyn Wheeler.....	II.
Gertrude M. Hart.....	I.

FERRY LANE SCHOOL.**Primary; 4 Rooms.****North Main Street, Opposite Narragansett Street.**

	Grade.
Elizabeth A. Kelly, Principal.....	IV.
Mary W. Borden.....	III.
Ruth F. Crowther.....	II.
Fiera P. McKenney.....	I.

FOWLER SCHOOL.

Grammar and Primary; 8 Rooms.

Sprague Street, Corner of Beach Street.

	Grade.
Candace Cook, Principal.....	
Mabelle E. Ramsay, Principal's Assistant.....	VIII.
Stella H. Baylies.....	VII.
Mary K. Bullock.....	VI.
Ellen T. McMullen.....	V.
Elizabeth A. Leary.....	IV.
Martha E. Wood.....	III.
Eva M. V. Morriss.....	II.
Theresa A. Bolen.....	I.

FULTON STREET SCHOOL.

Primary; 4 Rooms.

Fulton Street, Between Wellington and Essex Streets.

	Grade.
Beulah V. Collins, Principal.....	III.
Hannah E. Connolly.....	II.
Mary G. Sheedy.....	II., I.
Mary C. O'Neill.....	I.

GEORGE B. STONE SCHOOL.

Primary; 8 Rooms.

Globe Street, Near Garfield Street.

	Grade.
Annie F. McNerney, Principal.....	
M. Alice Grady, Principal's Assistant.....	VI.
Olga T. Connolly.....	V.
Elizabeth S. Frank.....	V.
Macie E. Grinnell.....	IV.

Annie C. Coombs.....	IV.
Mary E. Sheehan.....	IV.
Margaret E. Sullivan.....	III., II.
M. Alice Clarke.....	I.
Sarah E. Brownell.....	Special-English Class.

HARRIET T. HEALY SCHOOL.

Primary; 8 Rooms.

Hicks Street, Opposite Lester Street.

	Grade.
Mary A. McCreery, Principal.....	
Maud A. Ferguson, Principal's Assistant.....	V.
Helen C. Hinchey.....	V., IV.
Eliza J. Robertson.....	IV.
Mary V. Cummings.....	IV.
Annie C. Kay.....	III.
Elizabeth T. Gray.....	II.
Elizabeth A. McCarthy.....	II., I.
Gertrude A. McElvie.....	I.

HENRY LORD SCHOOL.

Grammar and Primary; 12 Rooms and Hall.

Tucker Street, Corner of Lamphor Street.

	Grade.
W. Henry Miller, Principal.....	
Susan M. Wolfendale, Principal's Assistant.....	VIII.
Agnes C. V. Downs.....	VII.
Mary E. G. Leat.....	VI.
Florence L. Durfee.....	V.
Helena C. Brady.....	IV.
Judith F. Farrell.....	IV., III.
Edith E. Chace.....	III.
Florence G. Mercer.....	II.

Grace M. Hanrahan.....	I.
Alida F. Hart.....	I.
Lillian Ferguson.....	Special-English Class.

COOKING.

Eunice M. Twigg.

KINDERGARTEN.

Mary L. Quirk, Principal.

Florence Wilmarth, Assistant.

HIGHLAND SCHOOL.

Grammar and Primary; 7 Rooms and Hall.

Robeson Street, Corner of Stanley Street.

Grade.

Genevieve H. Bliss, Principal.....	
Lydia E. Palmer, Principal's Assistant.....	VIII.
Irene C. Wilde.....	VII.
Ina M. Davis.....	VI.
Isabelle Jones.....	V.
Sarah E. Borden.....	IV.
Ethel I. Lake.....	III., II.
Anna R. Macomber.....	I.

HUGO A. DUBUQUE SCHOOL.

Primary; 8 Rooms.

Oak Grove Avenue, Corner of Locust Street.

Grade.

Catharine Desmond, Principal.....	V.
Anna E. Leary.....	IV.

Mary T. Conroy.....	IV.
Elizabeth Smith.....	III.
Hannah C. Kelly.....	II.
Corella McKenna.....	I.
Angela G. Honan.....	Special-English Class.
Lucie L. Adam.....	Special Class.

JAMES M. ALDRICH SCHOOL.

Primary; 8 Rooms.

Harrison Street, Between Pleasant and Alden Streets.

	Grade.
Delia A. Corbett, Principal.....	
Abbie F. Meeson, Principal's Assistant.....	V.
Lillian W. Smith.....	IV.
Addie E. Coggeshall.....	III.
Elizabeth G. Sullivan.....	II.
Helen A. Mello.....	II., I.
Mary E. Cooney, Substitute.....	II., I.
Elizabeth C. Ryan.....	I.
Gertrude H. Mulveny.....	I.
Helen E. McWilliam.....	Special-English Class.

JOHN J. McDONOUGH SCHOOL.

Grammar; 13 Rooms and Hall.

Fountain Street, Corner of William Street.

	Grade.
Harry Smalley, Principal.....	
Alice M. Fash, Principal's Assistant.....	VIII.
Annie M. Borden.....	VII.
Mary M. Draper.....	VII.
Helen B. Stirling.....	VI.
Margaret E. G. Morriss.....	VI.
Mary E. Carey.....	VI.

Gertrude V. Augustus.....	V.
Elizabeth F. Shea.....	V.
Hannah G. Connors.....	V.
Sarah E. Smith.....	IV.
Mary A. Carpenter.....	IV.

COOKING.

Teresa A. Shea.

KINDERGARTEN.

Mona P. Anderson, Principal.

Margaret F. Gorman, Assistant.

DIMAN CONTINUATION CLASS.

Frederick H. Rundall, Principal.

George E. Caswell, Assistant.

LAUREL LAKE SCHOOL.

Primary; 4 Rooms.

Laurel Street, Corner of Aetna Street.

	Grade.
Julia A. Harrington, Principal.....	III.
Mary J. Higgins.....	II.
Margaret J. A. Sullivan.....	II., I.
Esther D. Cunningham.....	I.

LINCOLN SCHOOL.

Grammar and Primary; 12 Rooms and Hall.

High Street, Corner of Pine Street.

	Grade.
George H. Sweet, Principal.....	
Hattie R. Lawton, Principal's Assistant.....	VIII.
Mary L. Ryder.....	VII.
Anna M. Hanrahan.....	VII.
Maria L. Buffinton.....	VI.
Mary E. E. Bailey.....	VI.
Mary E. Thompson.....	V.
Julia E. Sullivan.....	V.
Kathryn A. Reilly.....	V.
Martha A. Valentine.....	IV.
Annie L. C. Robertson.....	III.
Lizzie H. Simmons.....	II.
A. Annette Williams.....	I.

LINDEN STREET SCHOOL.

Primary; 4 Rooms.

Linden Street, Corner of Locust Street.

	Grade.
Ellen L. Carter, Principal.....	IV.
Mary W. Hart.....	III.
Ida G. Howard.....	II.
Mary E. Dwyer.....	I.

LINDSEY STREET SCHOOL.

Primary; 4 Rooms.

Lindsey Street, Corner of George Street.

	Grade.
Louise Remington, Principal.....	III.
Cora B. Terry.....	II.

Susan Thackeray.....	I.
Alice E. Burns.....	I.

LOWER NEW BOSTON SCHOOL.

Ungraded; 2 Rooms.

New Boston Road, Near Phillips Street.

	Grade.
Gertrude M. Mathewson, Principal.....	V., IV.
Mary F. McDermott.....	III., II., I.

MOUNT HOPE AVENUE SCHOOL.

Primary; 4 Rooms.

Mount Hope Avenue, Near South Main Street.

	Grade.
Isadore M. F. Hathaway, Principal.....	III.
Susan A. Hays.....	III.
B. Irene Mathewson.....	II.
Ada D. McGraw.....	I.

NATHANIEL B. BORDEN SCHOOL.

Grammar and Primary; 12 Rooms.

Morgan Street, Corner Ridge Street.

	Grade.
Arthur B. Higney, Principal.....	
Julia A. McMahon, Principal's Assistant.....	VIII.
Helen M. Leary.....	VII.
Martha D. Peters.....	VI.
Sallie A. Field.....	VI.
Roberta A. Stirling.....	V.

Elizabeth V. Swords.....	V.
Louise A. Power.....	IV.
Lucy H. Robertson.....	III.
Mary E. Hill.....	II.
E. Leonora Cuttle.....	I.
Katherine M. Moran.....	Special-English Class.

NORTH FALL RIVER SCHOOL.

Suburban, Ungraded; 1 Room.

North of Steep Brook.

Joseph E. Shelly, Substitute Principal.

OSBORN STREET SCHOOL.

Primary; 8 Rooms.

Osborn Street, West of South Main Street.

	Grade.
Rose L. Vallee, Principal.....	
Margaret E. Shea, Principal's Assistant.....	V.
Mary E. Holt.....	IV.
Mary H. W. Crosson.....	IV., III.
Sarah C. Marnoch.....	III.
Margaret A. Clarke.....	II.
Venesia A. Clorite.....	II., I.
Elena J. Frank.....	I.
Annie L. O'Donnell.....	Special Class.

PINE STREET SCHOOL.

Primary; 6 Rooms.

Pine Street, Between Tremont and Orange Streets.

	Grade.
Estelle W. Essex, Principal.....	
Cora C. Sherman, Substitute Principal.....	IV.

Lavinia B. Malcolm.....	III.
Mabel H. Remington.....	III.
Annie B. W. Munroe.....	II.
Catherine C. Kelly.....	I.
Margaret H. Murphy.....	I.

PLEASANT STREET SCHOOL.

Primary; 4 Rooms.

Pleasant Street, Corner of Eastern Avenue.

	Grade.
Mary C. Roche, Principal.....	III., II.
Mary J. S. Bates.....	I.
Elizabeth C. Shay.....	Special Class.

KINDERGARTEN.

Harriet E. Graves, Principal.

Agnes H. Doyle, Assistant.

ROBESON SCHOOL.

Primary; 12 Rooms.

Columbia Street, Corner of Hunter Street.

	Grade.
Katherine F. McCann, Principal.....	
Katherine A. O'Neil, Principal's Assistant.....	IV.
Agnes B. Dwyer.....	IV.
Bessie F. Carroll.....	IV.
Rose B. McHugh.....	III.
Esther J. Murphy.....	III.
Edith F. Woodland.....	III.

Margaret T. Daley.....	III., II.
Irene F. Stratton.....	II.
Louise S. Macomber.....	II.
Margaret G. Mooney.....	I.
Mildred Harrington.....	I.
Agnes K. McNerney.....	I.

RUGGLES SCHOOL.

Primary; 8 Rooms.

Pine Street, Corner of Seabury Street.

Grade.

Emily C. Lewin, Principal.....	
Mary E. Crawford, Principal's Assistant.....	IV.
Mary E. Shay.....	IV.
Jennie H. Brown.....	III.
Mary A. Hathaway.....	III.
Margaret V. Mahoney.....	II.
Teresa Ryan.....	II.
Cora L. Wilde.....	I.
Susan O. Finnegan.....	I.

SAMUEL LONGFELLOW SCHOOL.

Primary; 8 Rooms and Hall.

William Street, Corner of Beach Street.

Grade.

Mary S. Connell, Principal.....	
Mary J. O'Neill, Principal's Assistant.....	III.
Edna Dubois.....	III.
Mary Sullivan, Substitute.....	II.
Annie W. C. Wyatt.....	II.
Mary E. Ryder.....	II., I.

May C. Reardon.....	I.
Marcella D. Stirling.....	Special-English Class.
Agnes M. Malcolm.....	Special Class.

SAMUEL WATSON SCHOOL.

Grammar and Primary; 11 Rooms and Hall.

Eastern Avenue, Opposite Marchand Street.

Grade.

John E. Robinson, Principal.....	
Annie E. Moore, Principal's Assistant.....	VIII.
Mary D. Sullivan.....	VII.
Charlotte E. Roe.....	VI.
Mary L. V. Harrington.....	VI.
Anna V. McCooe.....	VI.
Matilda A. Chace.....	V.
Hazel J. Tower.....	IV.
Agnes T. France.....	III.
Gertrude G. Sullivan.....	II.
Loretta A. O'Neill.....	I.
Mary Alcock.....	Special-English Class.

SLADE SCHOOL.

Grammar and Primary; 12 Rooms.

South Main Street, Corner of Slade Street.

Grade.

Margaret J. Bury, Principal.....	
Bertha E. Fogwell, Principal's Assistant.....	VIII.
Hattie M. Brown.....	VII.
Evelyn E. Albro.....	VII., VI.
Mary I. Dillon.....	VI.
Laura Hennessey.....	VI., V.
Alice L. Olding, Substitute.....	V.

Grace L. Simmons.....	V., IV.
Bertha E. Kay.....	IV.
Cora F. Hacking.....	III.
Mary V. Lowney.....	III., II.
Anna T. Harrington.....	I.
Sarah J. Cunneen.....	I.

STEEP BROOK SCHOOL.

Ungraded; 2 Rooms

North Main Street, Opposite Ashley Street.

	Grade.
Edith M. Harrison, Principal.....	II., I.
Dora E. Thomas.....	IV., III.

SUSAN H. WIXON SCHOOL.

Grammar and Primary; 14 Rooms and Hall.

Hamlet Street, Near Plymouth Avenue.

	Grade.
Jerome P. Fogwell, Principal.....	
Leah Sorel, Principal's Assistant.....	VIII.
Annie L. Collins.....	VII.
Elizabeth C. Leary.....	VI.
Elizabeth G. Hart.....	V.
Annie E. Nestor.....	V.
Sadie V. Homer.....	IV.
Mary E. McDermott.....	III.
Gertrude M. Graham.....	II.
Margueritha E. Frank.....	I.
Anna M. Boyce.....	Special Class.
Grace C. Moore.....	Ungraded Class.

KINDERGARTEN.

Mabel A. Robertson, Principal.

Mary G. Mahoney, Assistant.

UPPER NEW BOSTON SCHOOL.

Suburban; Ungraded; 1 Room.

Meridian Street.

A. Louise Allen, Principal.

WATUPPA SCHOOL.

Suburban; Ungraded; 1 Room.

Blossom Road.

Annette E. Petty, Principal.

WESTALL SCHOOL.

Grammar and Primary; 12 Rooms and Hall.

Maple Street, Between School and June Streets.

Grade.

Katharine C. V. Sullivan, Principal.....	
Amy L. Hawkins, Principal's Assistant.....	VIII.
Joanna E. Sullivan.....	VII.
Mabel Harlow.....	VII.
Fanny H. Learned.....	VI.
Hattie B. Silvia.....	VI.
Sarah B. Sampson.....	VI.
Mary E. Young.....	V.
Ida M. Wild.....	V.
Josephine Chace.....	V., IV.

Mary R. Shay.....	IV.
Lillian G. M. Dowd.....	III., II.
Jessie W. Golden.....	I.

WILLIAM CONNELL SCHOOL.

Primary; 8 Rooms.

Plymouth Avenue, Between Dover and Tecumseh Streets.

	Grade.
Margaret E. Brennand, Principal.....	
Ethel de C. Cuttle, Principal's Assistant.....	V., IV.
Eva F. Hale.....	IV., III.
Florence M. Paquin.....	IV.
Julia E. Sullivan.....	IV.
Nellie G. Bronson.....	III.
Katherine A. Burke.....	II.
Anna V. Dillon.....	I.

WILLIAM J. WILEY SCHOOL.

Grammar and Primary; 9 Rooms and Hall.

North Main Street, Corner of Canedy Street,

	Grade.
Elizabeth T. Higney, Principal.....	
Mary M. Dunn, Substitute, Principal's Assistant.....	VIII., VII.
Jeannette Swindells.....	VII.
Stella M. Connor.....	VI.
Mabel E. Harris.....	V.
Margaret M. Hayden.....	V., IV.
Helen M. O'Brien.....	III.
Sara K. Jones.....	II.
Ethel J. Frye, Substitute.....	I.

KINDERGARTEN.**Sarah A. Thackeray, Principal.****Mary F. O'Connor, Assistant.**

SEWING TEACHERS.

	Date.
Josephine S. Louette, Supervisor.....	1901
Ethel W. Durfee.....	1903
Nellie S. Hilliard.....	1914
Agnes V. McKenna.....	1906
Mary J. Quinn.....	1907
Mary F. Sullivan.....	1912

INSTRUCTOR IN MILITARY DRILL.

	Date.
Frederick W. Harrison.....	1910

INSTRUCTOR IN COOKING.

	Date.
Teresa A. Shea, John J. McDonough School.....	1907
Eunice M. Twigg, Henry Lord School.....	1915

DIMAN CONTINUATION SCHOOL.

	Date.
Frederick H. Rundall, John J. McDonough School.....	1912
George E. Caswell, John J. McDonough School.....	1915

Mary R. Shay.....	IV.
Lillian G. M. Dowd.....	III., II.
Jessie W. Golden.....	I.

WILLIAM CONNELL SCHOOL.

Primary; 8 Rooms.

Plymouth Avenue, Between Dover and Tecumseh Streets.

	Grade.
Margaret E. Brennan, Principal.....	
Ethel de C. Cuttle, Principal's Assistant.....	V., IV.
Eva F. Hale.....	IV., III.
Florence M. Paquin.....	IV.
Julia E. Sullivan.....	IV.
Nellie G. Bronson.....	III.
Katherine A. Burke.....	II.
Anna V. Dillon.....	I.

WILLIAM J. WILEY SCHOOL.

Grammar and Primary; 9 Rooms and Hall.

North Main Street, Corner of Canedy Street.

	Grade.
Elizabeth T. Higney, Principal.....	
Mary M. Dunn, Substitute, Principal's Assistant.....	VIII., VII.
Jeannette Swindells.....	VII.
Stella M. Connor.....	VI.
Mabel E. Harris.....	V.
Margaret M. Hayden.....	V., IV.
Helen M. O'Brien.....	III.
Sara K. Jones.....	II.
Ethel J. Frye, Substitute.....	I.

KINDERGARTEN.

Sarah A. Thackeray, Principal.

Mary F. O'Connor, Assistant.

SEWING TEACHERS.

	Date.
Josephine S. Louette, Supervisor.....	1901
Ethel W. Durfee.....	1903
Nellie S. Hilliard.....	1914
Agnes V. McKenna.....	1906
Mary J. Quinn.....	1907
Mary F. Sullivan.....	1912

INSTRUCTOR IN MILITARY DRILL.

	Date.
Frederick W. Harrison.....	1910

INSTRUCTOR IN COOKING.

	Date.
Teresa A. Shea, John J. McDonough School.....	1907
Eunice M. Twigg, Henry Lord School.....	1915

DIMAN CONTINUATION SCHOOL.

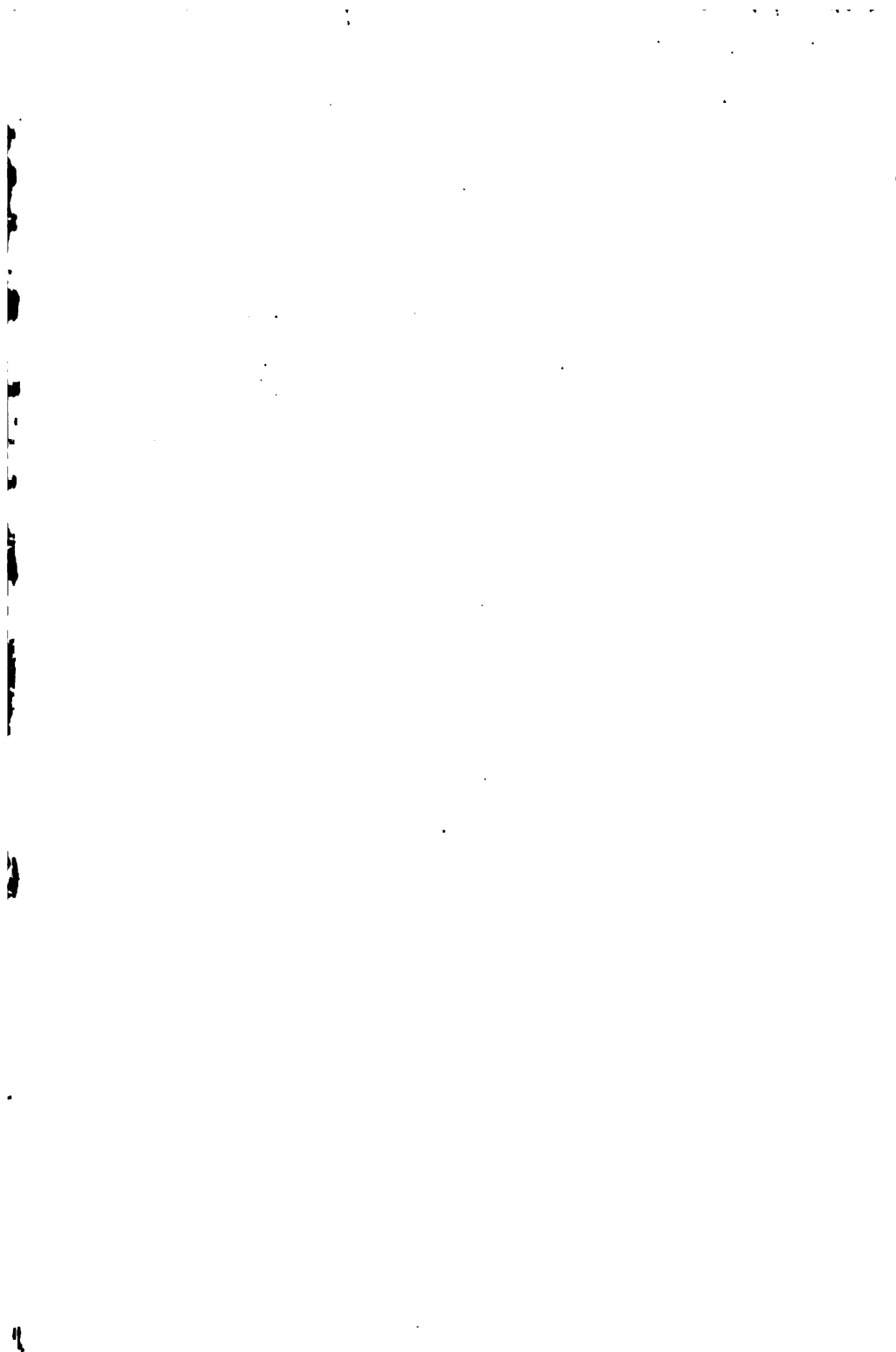
	Date.
Frederick H. Rundall, John J. McDonough School.....	1912
George E. Caswell, John J. McDonough School.....	1915

Ryan, Marion.....	182	Whipple St.
Sanford, Florence I.....	435	So. Beach St.
Shea, Margaret M.....	791	Walnut St.
Sheppard, Edith J. G.....	552	Robeson St.
Smith, Alice.....	268	Cory St.
Smith, Alice M.....	52	Bogle St.
Smith, Mabel M.....	11	Forest St.
Smyth, Mary G.....	681	Prospect St.
Snow, Ella M.....	300	Belmont St.
Sorel, Blanche O.....	352	State Ave.
Storey, May J.....	170	Cottage St.
Sullivan, Anna E.....	46	Oliver St.
Sullivan, Helen P.....	379	Whipple St.
Sullivan, Jane M.....	488	Hood St.
Sullivan, Jennie H.....	30	Bogle St.
Sullivan, Louise D.....	376	Ridge St.
Swords, Ella D.....	697	Walnut St.
Swords, Jennie E.....	697	Walnut St.
Touhey, Marianna S.....	50	Cottage St.
Turner, Lillian.....	122	Leonard St.
Wallace, Margaret E.....	45	Van Buren St.
Walsh, Frances M.....	50	Westamoe St.
Wetherbee, Laeta I.....	997	High St.
Whipp, Sarah A.....	184	Baylies Ave.
Wilde, Mildred F.....	288	Madison St.
Williams, Gertrude.....	128	Cambridge St.
Wood, Elsie E.....	838	Robeson St.

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